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ABSTRACT

In the design and implementation of the Council on Postsecondary Accreditation's (COPA) Project to Develop Evaluative Criteria and Procedures for the Accreditation of Nontraditional Education, a taxonomy for the classification and determination of the nature of nontraditional institutions has been developed. The objective of the study was to identify those characteristics, components, and elements that should be common and essential to any postsecondary institution and program, and to frame them into a single taxonomy. This model may provide for consistency in developmental (internal) and evaluation (external) processes. A great deal of latitude is provided the institution and its personnel in applying the model. The classifications consist of institutional characteristics (purpose, sponsorship, students, faculty, degrees offered, student costs, and financial data) and program characteristics (purpose, curriculum, faculty, delivery system, learning methods, admission requirements, completion requirements, advanced standing processes, advising, evaluation systems, learning resources, and costs), which may be identified as either traditional or nontraditional. A mathematical formula is applied to the classifications, and the result allows the user to place the institution on a traditional-nontraditional continuum. The bulk of the report consists of profiles (derived from the taxonomy) of 62 institutions used as models in the study. (Author/MSE)

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A TAXONOMY FOR CLASSIFICATION AND DETERMINATION OF THE NONTRADITIONAL NATURE OF POSTSECONDARY EDUCATION INSTITUTIONS

- By Philip N. McCullough and Grover J. Andrews

REPORT NO. 7 of the Project
to Develop Evaluative Criteria and
Procedures for the Accreditation
of Nontraditional Education
Volume 4 • September 1978

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This publication is one of four volumes of the reports of the Council on Postsecondary Accreditation project to develop evaluative criteria for the accreditation of nontraditional education. The other reports are as follows:

- Volume 1: Assessing Nontraditional Education, the summary report of the project
- Volume 2: Seven Research Reports
  - Report No. 1, Nontraditional Certificate Programs
  - Report No. 2, Salient Points from "A Study of the Acceptability and Negotiability of External Degrees"
  - Report No. 3, Institutional Accreditation and Nontraditional Undergraduate Educational Institutions and Programs
  - Report No. 5, Critical Characteristics of an Accreditable Institution, Basic Purposes of Accreditation, and Nontraditional Forms of Most Concern
  - Report No. 6, A Review of Nontraditional Graduate Degrees (with particular emphasis on the problems of accreditation)
  - Report No. 8, Analysis of the National Survey on Accreditation and Nontraditional Education
  - Report No. 9, National Accreditation Standards
- Volume 3: Problems and Principles in the Recognition or Accreditation of Graduate Education

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Grover J. Andrews, Project Director

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INTRODUCTION

In the design and implementation of the COPA Project to Develop Evaluative Criteria and Procedures for the Accreditation of Nontraditional Education, a taxonomy for the classification and determination of the nature of nontraditional institutions has been developed. The taxonomy includes the essential components, elements, and criteria for evaluation of postsecondary education and is equally applicable to traditional and nontraditional institutions and programs. The creation of the taxonomy, in part, addresses three of the goals and objectives of the overall project. These are:

1. To identify the essential elements that should be present in the various types of nontraditional study programs that lead to a degree, e.g., associate, baccalaureate, master's, and doctorate;
2. To develop a classification of the types of nontraditional educational programs; and
3. To develop appropriate criteria and evaluation procedures for nontraditional educational programs and institutions for use by accrediting commissions.

Basic to the development of the taxonomy was a review of the current literature on the structure and content of postsecondary education, a review of accreditation criteria and standards of the COPA-recognized accrediting agencies, and an analysis of the sixty-two institutions used as models in the project. The review and research in this phase of the project was conducted from a premise that certain basic institutional and program characteristics for postsecondary education have evolved over time. The task of the project staff was to identify those elements that appear to be essential and generally accepted by the educational community as basic.

Institutional characteristics that seem to be essential for all postsecondary institutions are those relating to purpose, sponsorship, size, credentials offered, finance, and authorization and recognition. These elements appear to be essential to the establishment and maintenance of a stable and permanent institution. Program characteristics that appear to be essential are a clear definition of learning and a careful development of the elements of the program(s) such as purpose, curriculum and faculty, delivery system, methods of learning, admissions requirements, completion requirements, advanced standing processes, advising and counseling, learning resources, evaluation systems, costs, and recognition and accreditation.

To be reasonably comprehensive such a study also had to include a review of what is the usually acceptable "educational" content and performance expectation of students for the various credential levels. Normal expectation differences were identified for each of the various levels of credentials: certificate programs; associate degrees including technical and vocational institutions, the community college, and the junior college; baccalaureate institutions and programs; and graduate institutions and programs.

In developing the aspects of the taxonomy concerning the educational content and performance expectations of students, five specific references were useful in addition to those previously mentioned. These are the 1968 study of the college and university curriculum by Paul L. Dressel,[1] the 1970 study of academic degree structures by Stephen H. Spurr,[2] the 1977 study of the competent college student by the Tennessee Higher Education Commission,[3] the policymaking guidelines for extended degree programs by Leland L. Medsker,[4] and the 1978 study on credentialing educational accomplishments by the Task Force on Educational Credit and Credentials of the American Council on Education.[5] The structure of the taxonomy is generally compatible with the reports of these studies and the review and research on nontraditional education and accreditation by the COPA Project.

The objective of the study was to identify those characteristics, components, and elements that should be common and essential to any postsecondary institution and program. In so doing, and by framing these into a single taxonomy, it is intended that such a model can provide a conceptual framework for institutional and program development and evaluation. By operating from a single model, a consistency in the developmental (internal) and evaluation (external) processes can be achieved. Some may claim, on a superficial review, that such a model may inhibit innovation. It is not believed that this will be done. A more thorough study of the taxonomy should reveal a great deal of latitude provided to the institution and its personnel in the address of the components and elements in program design and implementation. Careful attention to all of the components and elements should provide for more fully developed programs to give the necessary breadth and depth to the educational experience of the student.

While the original task was to identify the elements essential for well-developed nontraditional educational programs, the end result is equally applicable to traditional postsecondary educational programs and institutions. Thus, it is hoped that use of the taxonomy will assist institutions in providing more effective learning to all postsecondary students.

A TAXONOMY OF INSTITUTIONS

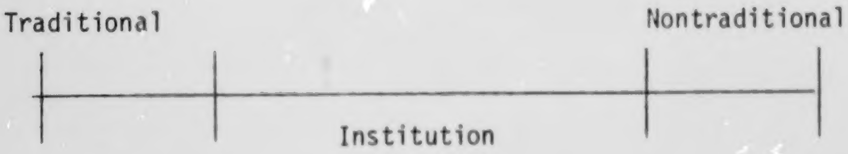
Introduction

To assist any postsecondary institution in determining the extent to which it is traditional or nontraditional, the following general taxonomy model can be used (see figure 1). The model is based on the premise that nontraditional components of education are part of the total academic program of an institution and that nontraditional education should not be separated from the overall academic structure. The model is also based on the fact that every institution has certain basic institutional and program characteristics, and these characteristics can be thought of as either traditional or nontraditional.

Presently nontraditional elements are found in many institutions, even those considered very traditional in nature. The determination of whether a characteristic or element is traditional or nontraditional is in the manner

Figure 1

Traditional-Nontraditional Structure



in which the institution addresses the elements. Generally, methods that are universally in practice and accepted would produce a traditional characteristic. Nontraditional practices are defined as unconventional, yet acceptable, ways of handling the elements not yet in widespread practice.

Because nontraditional education should be considered part of an institution and not a separate element, the model begins with a traditional-nontraditional continuum. The placement on the continuum should be kept in mind as each institutional and program characteristic is considered. Each characteristic is viewed in terms of being traditional, nontraditional, or a combination of the two descriptors. An example of such a combination would be a traditional university with a program in general studies considered nontraditional in nature. Another example would be an institution with more students participating in off-campus programs than on-campus programs indicating a significant nontraditional student population. Many institutions will find a mix of the traditional and nontraditional descriptors in many of the elements.

After each element or characteristic has been considered and the institution's location on the continuum has been determined, the institution can be placed on the continuum again based on any new or additional information. The subsequent placement may be the same as the initial one, or the institution may find itself in a different location on the continuum. There are some conditions, based on the manner in which the specific elements are addressed, that affect this second placement. Initially, the number of elements considered nontraditional, traditional, or a combination relate to the point on the continuum. The extent of the nontraditional nature of a characteristic also influences the final placement on the continuum. The institution's commitment to the nontraditional has a bearing on the specific elements that determine the location of the institution on the continuum. Each element or characteristic will be discussed later in this portion of the study.

It is important to note that the use of this model is beneficial only for the individual institution applying it. The results cannot be compared among institutions because of the discreteness employed in situating the institution on the continuum. The purpose of the model is not to provide a mechanism for comparison, but to allow institutions to determine the extent of their involvement in nontraditional education. The use of the model should show that nontraditional education does not need to be separate from the total educational program of the institution, but can be coordinated as part of the whole program without adversely affecting existing practices. The continuum uses the dichotomy of nontraditional/traditional only to make a meaningful distinction in understanding existing educational programs. Educational programs should merge the extremes of the continuum rather than perpetuate and emphasize the differences.

Classification of Institutional Characteristics

The first institutional characteristic to be classified is the purpose of the institution. Whether traditional or nontraditional, the academic mission of the institution must be closely followed and adhered to. The institutional commitment to nontraditional education must be evidenced by its purpose, and the strength of that commitment is found in the degree of acceptance of the purpose by administrators, faculty, students, and the governing board. If the purpose does not reflect the mission of the institution or is not accepted by members of the academic community, steps need to be viewed as traditional or nontraditional depending on the organization supporting the institution as well as the governance structure practiced.

The next element is the number of students and faculty members. Important factors here are the number of nontraditional students, those beyond the typical college age and/or located off-campus, and the number of faculty who may be considered nontraditional, such as part-time faculty and regular full-time persons involved in nontraditional programs.

Degrees, such as bachelor degrees in general or independent studies, may be interpreted as nontraditional.

The institutional costs or tuition and fees charged are classified in relation to the delivery system, admission requirements, completion requirements, and advanced standing processes. When examining financial data the support base of the institution and its programs can be classified as traditional or nontraditional. Many nontraditional programs are supported from funds not generated from institutional revenue, but many situations also exist where nontraditional programs are considered a part of the total academic program and are supported by general revenue. Some nontraditional programs produce enough revenue to help support the traditional programs.

The final institutional characteristic, while not classified as traditional, is recognition and accreditation. The achievement of recognition and accreditation is extremely important to the overall well-being of the institution.

Classification of Program Characteristics

There are some general characteristics that are found in all academic programs of postsecondary institutions. Each of these characteristics must be addressed within the classification framework mentioned.

The first element is the purpose for the program, including specific individual achievement goals and objectives as well as those for the overall program. For an accurate classification it is crucial for this purpose to correlate with the institutional purpose. Goals and objectives must be expressed so as to meet the needs of the particular clientele served by the program.

The achievement of the purpose is through the curriculum, faculty, delivery system, and methods for learning. The curricular offerings may vary from traditional to nontraditional with interdisciplinary courses of study existing. Associated with curriculum is faculty, with selection, training, defined responsibilities, and recognition procedures all affecting the classification of this element. Nontraditional programs may have different selection procedures as well as a more in-depth training program to prepare faculty to teach in the program. Some nontraditional programs require more academic advising duties, and faculty are paid on an overload basis. When addressing the delivery system the institution is concerned with the existence of time and space requirements including any residency commitments. The external delivery of the program through off-campus locations as well as the use of independent and home study indicate a nontraditional emphasis. Nontraditional learning methods are usually described as any modes other than typical classroom lecture techniques.

Another group of program elements includes admission requirements, completion requirements, and advanced standing processes. The admission requirements must relate to the purpose of the institution and the programs of study, and the expansion of open admissions policies has greatly affected this characteristic. Nontraditional admission procedures and requirements may differ from those used to accept traditional college students. An institution may even set an admission requirement of at least twenty-five years of age. Completion requirements are usually classified based on the academic program including the curriculum and delivery system. Some nontraditional programs of study, however, award credits in a traditional manner and lead to a traditional degree. The inclusion of certain advanced standing processes such as transfer credit, credit by examination, and credit for life and work experience indicate a nontraditional nature. The degree to which a nontraditional classification is applied would also consider the amounts of credit accepted toward a degree and any costs incurred in assessing prior learning.

Important services to the student are advising, counseling, and providing learning resources. Any advising and counseling, including orientation to independent study and experiential learning, provided beyond the usual standards would probably be considered nontraditional to a certain extent. Similarly, any learning resources provided beyond the standard library could be classified as nontraditional. It would be considered a nontraditional characteristic for an institution to develop a contract with another institution for learning resources. The use of classrooms, laboratories, study areas, and other equipment off-campus would be considered nontraditional.

The characteristic of evaluation systems includes both evaluation of student progress and program evaluation. Classification of student progress would primarily examine the grading system in use. Program evaluation concerns any technique used to assess the academic program. The presence of methods for assessing student outcomes would tend to indicate nontraditionality.

Similar to institutional characteristics are program costs and special program recognition and accreditation. The same manner used to determine classification of instructional costs would be applied when examining program costs. Also, some academic programs may receive special recognition, which would need to be considered in addition to institutional accreditation.

By addressing each of these specific elements, the institution may be located on the traditional/nontraditional continuum. This examination will help those associated with the institution to understand the elements better and the effect they have on the total academic program. Again, institutional wholeness needs to be substantiated with both nontraditional and traditional education functioning within the institution.

The Taxonomy Model

Figure 2 provides an example of some models showing a taxonomy of characteristics using the method described above. The institutional classification model shown in figure 3 can order any institution so that it can be placed on the traditional/nontraditional continuum. By following each step, a taxonomy is developed to aid the institution in understanding the extent of its involvement in nontraditional education.

Figure 2

Sample Taxonomy for Determining Traditional/Nontraditional Mode of an Institution or Program
(T = Traditional, N = Nontraditional)

Institutional Characteristics	Purpose	Program/Curriculum/Faculty	Delivery System	Methods for Learning	Admissions	Completion Requirements (Outcomes)	Advanced Standing Processes	Advising and Counseling	Learning Resources	Evaluation Systems	Mode
Institution A	T	T	T	T	T	T	T	T	T	T	T
Institution B	T	T	N	T	T	T	T	T	T	T	T
Institution C	T	T	N	N	T	T	T	T	T	T	T
Institution D	T	T	N	N	T	T	N	T	T	N	T
Institution E	T	T	N	N	T	T	N	N	N	N	T
Institution F	T	N	N	N	T	T	N	N	N	N	N
Institution G	T	N	N	N	T	T	N	N	N	N	N
Institution H	T	N	N	N	T	N	N	N	N	N	N
Institution I	T	N	N	N	N	N	N	N	N	N	N
Institution J	N	N	N	N	N	N	N	N	N	N	N

Figure 3

An Institutional Classification Model

(1) For each characteristic place a check in either the traditional or the nontraditional column as applicable.

Traditional	Nontraditional	Institutional Characteristic
______	______	Purpose
______	______	Sponsorship
______	______	Students
______	______	Faculty
______	______	Degrees Offered
______	______	Costs (tuition and fees)
______	______	Financial Data
══════	══════	Total for each column

(2) Complete the following program characteristic section by placing a check in the appropriate column or columns for any program considered nontraditional or deemed to be included.

Traditional	Nontraditional	Program Characteristic
______	______	Purpose
______	______	Curriculum
______	______	Faculty
______	______	Delivery System
______	______	Learning Methods
______	______	Admission Requirements
______	______	Completion Requirements
______	______	Advanced Standing Processes
______	______	Advising/Counseling
______	______	Evaluation Systems
______	______	Learning Resources
______	______	Costs
══════	══════	Total for each column

(3) Add the total traditional checks for all programs included and divide by the number of programs.

______(total traditional checks) ÷ ______(the number of) = ________
(for all programs) (programs)

(4) Add the total nontraditional checks for all programs included and divide by the number of programs.

______(total nontraditional) ÷ ______(the number of) = ________
(checks for all programs) (programs)

(5) Add the traditional total from (1) to the answer in (3).

______(traditional) + ______(answer) = ________ (traditional)
(in 3)

Add the nontraditional total from (1) to the answer in (4)

______(nontraditional) + ______(answer) = ________ (nontraditional)
(total from 1) (in 4)

(6) Subtract the smaller answer in (5) from the larger answer in (5).

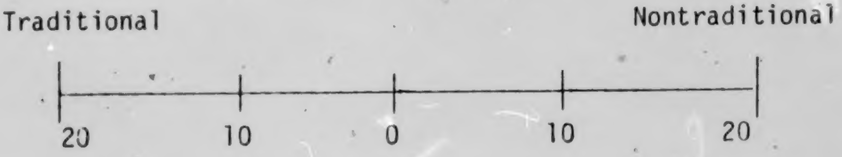
______(larger number) — ______(small answer) = ________
(in 5) (in 5)

Place the remainder under the heading of the larger answer.

Traditional or Nontraditional

________ ________

(7) Place the institution on the continuum below based on the number calculated as traditional or nontraditional in number (6).



A NONTRADITIONAL INSTITUTIONAL/PROGRAM PROFILE

Numerous materials were made available to the project providing demographic and narrative information on each of the participating institutions. These materials included bulletins, catalogs, institutional self-studies, site team evaluation reports, and other descriptive materials about the institution and its academic programs. The information on each institution was reviewed for the development of an institutional/program profile detailing specific traditional and nontraditional characteristics.

Characteristics and Descriptions

Each profile begins with the identification of general institutional characteristics. Initially, the purpose of the institution as presented is that found in the college catalog or institutional self-study. The institutional purpose or reason for existence usually provides a philosophical base for the rest of the profile information. The next characteristic is sponsorship. describing the institution in terms of control and the identification of the governing body. Institutional size is given for both students and faculty, and in most cases, these numbers are based on an actual count rather than full-time equivalency. The degrees or other credentials offered by the institutions are presented by level and in some cases are described using a major area, especially if the degree is nontraditional in nature. Tuition and fees as usually presented in the catalog are listed under institutional costs. Additional financial data include expenditures and revenue for a specific year. The final institutional characteristic is recognition/accreditation identifying regional accreditation, state licensing, and any special accreditation.

The profile continues with nontraditional characteristics or the elements and components of the nontraditional program(s). A definition of nontraditional learning is usually evident in the institutional purpose or program purpose. The purpose of the nontraditional program may be more specific than the institutional purpose, and goals and objectives are listed as part of the program purpose. The topics of curriculum and faculty are joined to show any relationships. The curricular offerings are described in general terms showing how the course of study relates to the degrees offered. The primary objective when examining the faculty is to determine whether the program uses regular faculty members or specifically chosen faculty members who are full time within the nontraditional program. Other important faculty issues include method of payment, use of part-time employees, and defined faculty responsibilities.

An important part of any nontraditional program is the delivery system. The first area of interest concerning the delivery system is the examination of any time/space requirements. Location and scheduling of the nontraditional program are the issues, as well as whether or not the program demands a residency period for completing program requirements. Other aspects of the delivery system could include the use of independent study and media and the external nature of the program. Independent study is defined as the pursuit of academic work on one's own with or without the assistance of a faculty member. Use of media includes courses offered through newspapers, television, or radio, as well as computer-assisted instruction. The external nature of the program refers to offering part or all of the program off the main campus. Many of these characteristics overlap and are defined differently depending on the specific delivery system. Related to the delivery system are characteristics of methods for learning instruction. The profiles present the various instructional modes used by an institution including those of both a traditional and nontraditional nature. These range from classroom learning to independent study.

The next section of the profile examines the requirements for admission and completion. The admission requirements are those for the nontraditional program, but may be the same as the institutional requirements. The completion requirements include the program specifications to be met before a certificate or degree is conferred as well as the process of awarding and accumulating credits.

Advanced standing processes are usually an important part of the nontraditional program. Those included in the profile are credit by examination including CLEP, credit for learning gained through prior experiences, and transfer credit from other institutions.

The profile continues with information on advising, counseling, and orientation services available for the students participating in the nontraditional program. These services, along with available learning resources, are important parts of most programs. The section on learning resources includes such things as libraries, computer centers, media centers, classrooms, learning packages, and other facilities and equipment.

The section of the profile on evaluation systems identifies both student progress and program evaluation. Student progress includes the grading system, examination procedures, outcome assessments, and other methods of feedback. Program evaluation techniques include the evaluation of faculty, curriculum, learning methods, delivery system, and other aspects of the academic program.

If program costs are different from those identified earlier as tuition and fees and financial data, they are presented separately. The same is true for any special recognition and accreditation of the nontraditional program.

The institutional and program profiles follow the format described above allowing for variation to accommodate specific characteristics. In addition to identifying characteristics, the profiles allow for a comparison of institutions and programs. The information gained from the profiles permits the reader to use it with the preceding taxonomy and classification model for nontraditional education.

A concise outline of the characteristics and descriptors is provided as Appendix A.

Evaluation Considerations

Important evaluation considerations can be applied to each institutional and program characteristic. The following represent some of the considerations that would be significant to the evaluation of the institution and its nontraditional program.

Institutional Characteristics

Purpose. Each institution should have a clearly defined purpose that is acceptable for a postsecondary institution. This purpose should translate into a statement of general mission and a specific educational role. The purpose should be publicized appropriately, and all institutional programs should be designed to achieve the stated purpose.

Sponsorship. There should be a clearly identifiable body that is granted and must assume the responsibility for governance. The governing body should be assured appropriate continuity and independence.

Size. The enrollment should be sufficient to support an effective educational unit.

Degrees Offered. The size of the institution should be considered in determining the number and type of degrees offered. Either the governing board or faculty has final jurisdiction concerning the number and types of degrees. The degrees granted by the institution must correspond to the experiences provided and the learning acquired through specific programs. Degree definitions should state the competencies and skills involved and address the levels of achievement specified. Traditional degree designations should be used only if the program objectives and results conform closely in type and quality to traditional degrees as they have been granted previously.

Costs. Policies concerning tuition and fees should be clearly expressed and openly publicized, explaining both general and specific requirements. The institution should have a published policy and procedure for the refunding of fees and charges to students who withdraw from enrollment.

Financial Data. The financial resources of an institution should be judged for adequacy in relation to the institution's purpose, scope, and programs. All institutions should exhibit sound and acceptable practices for budgeting, control, auditing, reporting, and record keeping. It is impossible to determine by formula what constitutes "adequate expenditures" for any institution or to predetermine acceptable levels of income and expenditures: however, all institutional planning should include specific projections of income and expenditures, as well as plans for increasing capital.

Recognition/Accreditation. The achievement of such recognition as state licensure, regional accreditation, and special accreditation is an important factor for all institutions. Appropriate recognition and accreditation if not already possessed, should be sought as quickly as possible after the institution has carried through a thorough evaluation of its programs, demonstrating both objectivity and the capacity to assimilate and apply the critical insights achieved.

Nontraditional Program Characteristics

Purpose. The principle focus of the total institution should be on the education of students. The educational program must be directly related to the purpose of the institution, and this relationship must be demonstrated in admission policies, curricula, graduation requirements, instruction, and quality of work required of students. Rationale for the program should be based on demonstrated need.

Curriculum/Faculty. The curricular offerings of an institution should be clearly and accurately described in published materials. Curricula should be directly related and appropriate to the purposes and objectives of the institution, to the ability and preparation of the students admitted, and to the financial and instructional resources of the situation. Course and program objectives should be stated in ways which allow assessment.

The curriculum, in whole or in its parts, should contain the essential components of the discipline it represents--as generally accepted by scholars in the discipline--and the courses taken together should lead to a coherent and recognizable program goal. In each degree program there should be an orderly and identifiable sequence of courses with an adequate number of courses required above the elementary level and with a system of prerequisites when appropriate. The institution should define clearly what is meant by a field of concentration.

The selection, development, and retention of a competent faculty at all academic levels is of major importance. The relationship between faculty objectives and institutional purposes determines in large measure the effectiveness of the total educational program. Evaluation in the area of faculty should be based on how and to what extent an institution provides not only for faculty participation in developing academic policies, but also for the faculty's continuous professional growth, security through due process and a form of tenure of contract, and equitable recognition. All teaching faculty members must have special competence in the fields in which they teach, and there should be continuing assessment of faculty performance. Adjunct faculty must be carefully monitored and the same criteria used in their selection as in the selection of regular faculty members. Specific policies pertaining to adjunct appointments, if any, should be enforced.

Delivery System. Time/Space requirements should be realistic and well publicized. Flexibility of scheduling and location of classes should be developed to accommodate the student clientele.

Independent study courses or programs offered should maintain the academic integrity of the institution. Clearly defined policies for any such courses or programs should exist, and all independent study activities should be closely monitored by the faculty. Adequate resources must be available to all students using this type of delivery system.

"External" can describe both off-campus courses and programs and the external degree that requires little, if any, residency or classwork, either on or off campus. External courses or programs should maintain the academic integrity of the institution. Special attention should be given to insure the appropriateness of the courses and programs to the students, and adequate learning resources must be made available to all students taking external coursework. At least one of the external programs should be offered on or near the parent campus so that the full-time faculty can conduct this program as well as monitor the programs offered at a distance. Most off-campus programs should use the same standards and objectives as the on-campus programs. An off-campus program involving one hundred or more students and several adjunct faculty members should have a local administrator empowered to make decisions on programs, students, and instructional matters within the framework of general principles and guidelines existing on the parent campus. In-depth evaluations by faculty members from the parent campus and by outside evaluators should occur at regular intervals, never less frequently than every five years. Financial resources must be sufficient to insure the same standards as exist for on-campus programs.

The use of media calls for the same considerations as applied to independent study. There should be clearly defined policies covering courses and programs using media technology and adequate resources for all students taking such courses or programs. These policies and resources must conform to usual institutional policies and procedures.

Educational services provided through contracts with external agencies must remain under the sole and direct control of the sponsoring institution. These contractual relationships must conform to usual institutional policies and procedures and to any applicable guidelines provided by accrediting commissions or licensing agencies. The parent institution must demonstrate the extent of its commitment to continuing service to students, and the external agency must offer evidence of its notification to students of the extent of such commitment.

Methods of Learning. Methods of learning should be related to the objectives of each course, the capabilities of the students, and the institutional standards of quality. The process of instruction should be organized so that students and faculty have a clear idea of the aims and requirements of each course and the methods of evaluation to be employed. Experimentation with new techniques should be encouraged and critically analyzed. Each program should maintain in its principal office a complete set of texts, syllabi, and other instructional materials with an indication of where and by whom these were prepared.

Admission Requirements. The admission policy of an institution, explaining both general and specific requirements, should be clearly expressed and published. It is the responsibility of the institution to assure that its recruiting activities and materials portray the institution accurately and honestly. Each institution must assume continuing responsibility for appropriate and documented evaluation of its preparation and credential requirements in terms of its own educational objectives and policies. Specific program admission requirements must be consistent with institutional admission requirements as well as with the academic program. For each nontraditional degree program records should be maintained of all applications, student admissions, enrollments, voluntary withdrawals, and administrative terminations.

Completion Requirements. If the successful achievement of outcomes is to be a requirement, the criteria and measures to be used should be clearly defined and explicit. The completion requirements policy should be published and readily available explaining both general and specific program requirements. The amount of credit to be awarded for each course should be determined in advance. In addition to maintaining the official transcript file, each institution should retain student papers and other products that are critical in reaching decisions about the awarding of degrees.

Advanced Standing Processes. Credit by examination, which may include CLEP, challenge exams, and competency exams, should be governed by a clearly defined and published policy. The amount of credit that can be granted by examination must be determined in advance, and credit so awarded should relate to the objectives of the educational program.

The same concerns apply to credit for experiential learning as for credit by examination. The documentation and assessment of such learning should take into consideration such factors as the relationship of the learning value from the experience to the student's current educational goals, the amount of credit allowed, and the evaluation procedures used. A helpful reference is Principles of Good Practice in Assessing Experiential Learning developed by the Council for the Advancement of Experiential Learning (CAEL).

Transfer credit policies should also be clearly defined. Transfer credit from one institution to another involves three considerations: the educational quality of the work transferred; the comparability of the courses previously taken to the receiving institution's courses; and the educational goals of the student.

Advising and Counseling. A quality program of advising and counseling should be available to all students involved in both on- and off-campus programs. An effective orientation program should be provided as an educational experience for all students, especially in the area of independent study and experiential learning.

Learning Resources. Learning resources must be elected, acquired, organized, and maintained to fulfill the institution's purposes and support the educational program, and their adequacy and ease of access. Qualitative measures should be used to assure the relevance of resources to the level of the curricula. If students at one institution are using the learning resources of another institution, the conditions governing such an arrangement should be clearly stated in a contract that meets the criteria for contractual relationships.

Evaluation Systems. The evaluation of student performance in an institution should reflect the institution's concern for quality and discriminate adequately among levels of student performance. Methods of evaluating student performance should be developed with care, and a variety of means of assessment should be encouraged. The means and process of assessment of student achievement must be specified. Student work should be reviewed to determine its quality and relevance to purposes and learning objectives.

The deciding factor in assessing any program should be the extent to which the institution can demonstrate achievement of its objectives as measured by individual performance of students. A plan to measure outcomes may include evaluation of student achievement by comparing entrance test scores with late scores; a study of the performance of graduates in senior colleges or in graduate and professional schools; and a study of the vocational and avocational achievements of alumni. Program effectiveness should be under continuous study. This evaluation should serve as a means of continuing program adaptation to maintain quality. Student responses to the learning experiences and the significance of the program in career development should be available.

Costs. Financial resources sufficient to insure the same standards that exist in traditional programs should be provided. Nontraditional program costs may be higher, especially if the program is external in nature. Nontraditional programs should be operated with sound and acceptable practices for budgeting, control, auditing, reporting, and record-keeping. These practices should conform to the fiscal policies and procedures of the central business office of the institution.

Recognition/Accreditation. Highly specialized or professional programs within an institution should be evaluated for accreditation only by experts trained and working in those fields through specialized or programmatic accreditation either separately or in conjunction with regional accreditation. Equally important is meeting any certification or licensing requirements of a specific nontraditional program.

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4. Leland L. Medsker et al., Extending Opportunities for a College Degree: Practices, Problems, and Potentials (Berkeley: Center for Research and Development in Higher Education, University of California, 1975).

5. Task Force on Educational Credit and Credentials, Recommendations on Credentialing Educational Accomplishment (Washington, D.C.: American Council on Education, 1978).

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Nontraditional Institutional/Program Profile

Elements	Descriptors
I. INSTITUTIONAL CHARACTERISTICS	
A. Purpose	Mission of the institution Role in the educational world
B. Sponsorship	Type of control Governance structure
C. Size	Student enrollment -- full-time and part-time (headcount) Faculty members -- full-time and part-time (headcount)
D. Degrees Offered	Level of degree offered Area of study of some degrees Type of degree, certificate, i.e., nontraditional
E. Costs	Institutional tuition and fees
F. Financial Data	Annual expenditures Annual revenue Endowment income
G. Recognition/Accreditation	State licensing Regional accreditation Special accreditation
II. NONTRADITIONAL CHARACTERISTICS	
A. Definition of Nontraditional Learning	Written definition Purposes
B. Characteristics of Nontraditional Programs	
1. Purpose of Program	Goals and objectives Clientele served

Elements	Descriptors
2. Curriculum/Faculty	Curricular offerings Courses of study Regular or special faculty Faculty recognition Defined job responsibilities
3. Delivery System	
a. Time/Space Requirements Residency	Location & scheduling of courses Academic calendar Full-time/part-time loads Period of residency
b. Independent Study	Courses pursued on one's own with or without a professor
c. External Nature	External degree programs Off-campus instruction Military Base programs
d. Media Use	Courses offered through radio, TV, or the newspaper Computer assisted instruction
e. Other	Contract degree programs, individualized in courses, outcomes, and achievements Programs offered through a contractual relationship with an institution or unaccredited agency
4. Methods of Learning	Any instructional modes including classroom study, internships, independent study Learning concepts, etc.
5. Admission Requirements	Any requirements necessary for the institution or academic program Previous academic work, test scores, etc.

Elements	Descriptors
6. Completion Requirements	Process for awarding credits Number of credits necessary for graduation Grade point average required Requirements such as research projects Credentials to be awarded
7. Advanced Standing Processes	
a. Credit by Examination	CLEP credit Course challenge credit Advanced placement tests ACT tests Other national examinations
b. Experiential Learning	Credit for life and work experience Credit for military training
c. Transfer Credit	Credit transferred from other institutions
8. Advising & Counseling	Academic advising Career planning Personal counseling Peer counseling Orientation to independent study, experiential learning, etc.
9. Learning Resources	Classrooms Laboratories Study areas Libraries Media centers Computer centers Resource persons Learning resource packages

Elements	Descriptors
10. Evaluation Systems	
a. Student Progress	Grading system On-going feedback techniques Tests and measurements Competencies, oral presentations, outcome measures
b. Program	Formal & informal feedback of faculty and program Graduate follow-up studies
11. Costs	
a. Tuition & Fees	Specific program costs including tuition and fees for advanced standing processes
b. Program	Budget information on program
C. Recognition/Accreditation	Special program recognition by accrediting or other agencies

APPENDIX B

MIDDLE STATES ASSOCIATION INSTITUTIONAL PROFILES

CAMPUS-FREE COLLEGE (Middle States Association)
Washington, D. C. 20006

I. Institutional Characteristics - General

A. Purpose:

Campus-Free College is a nationwide, nontraditional college offering liberal arts degrees similar to those at traditional colleges which are obtained through means quite different from those at traditional institutions. Listed below are the seven (7) purposes and objectives:

1. To manifest traditional standards at academic excellence consistent with degree-granting licenses;

2. To develop a structure-process which is responsive in new ways to learner needs;

3. To facilitate the transition to greater self-direction in learning on the part of its students;

4. To provide institutional support for life-long learning;

5. To provide access for students traditionally bypassed by higher education services;

6. To utilize a variety of non-campus learning resources which might otherwise not be available for educational purposes.

The college will, in 1977-78, consider developing one further educational objective:

7. To disseminate information about campus-free learning through the training of professionals in existing educational institutions and in the community.

B. Sponsorship:

Independent, non-profit. Income presently derived from tuition payments, gifts, and loan obligations (retirement of this debt is a budgeted item). Some grants are available contingent upon full accreditation.

C. Size:

Student Enrollment 175
Permanent Faculty/Educational Personnel 12
Part-Time External Personnel 150 (Monitors and Program Advisors located in 31 states)

D. Degrees Offered:

Associate in Arts, Bachelor of Arts, Master of Arts

C. Costs (Tuition and Fees):

1. Enrollment Fee - $25.00; Application Fee - $25.00

2. Quarterly Tuition (Full-time Credit Students, defined as students enrolled for three (3) quarters of nine months total time, for ten (10) to twelve (12) credits) $1,500.00.

   Of the tuition for each three quarters, $1,000.00 goes to the Academic Council and the Administration at Campus-Free College, and $500.00 goes to the individual Program Advisor.

Credit Students	First Quarter PA*	Ad.**	Total	Other Quarters PA	AD.	Total
Full-time (10-12 credits per Quarter)	$200	$300	$500	$150	$350	$500
Half-Time (5-6 credits per Quarter)	$150	$250	$400	$100	$300	$400
Non-Credit Students						
Full-Time	$175	$225	$400	$125	$275	$400
Half-Time	$125	$175	$300	$ 75	$225	$300

Note: In the above table, *PA = portion of fee paid by Campus-Free College to Program Advisor.

**Ad = portion of fee paid retained by CFC for administrative and Academic Council expenses.

Overload Fee - $25.00 per credit

Credit for Life Experience -

1-30 credits, $25.00 ($15.00 Administrative, $10.00 to Program Advisor)

31-90 credits, $12.50 ($7.50 Administrative, $5.00 to Program Advisor)

Transfer of Credit Fee - None
CLEP Credit Fees - None
Continuation Fee (Leave of Absence) - $5.00 per month
Degree Request Filing Fee - $25.00 (not refundable if request is denied).
Transcript Fee - $3.00 per transcript after the first three requests, which are covered by the Degree Request Filing Fee.

F. Financial Data:

Campus-Free College operates on a cash-in/cash-out budget, based on tuition receipts, and including a plan to retire the college loan debt. The 1975-76 budget was set at $70,950.00 based on tuition income. A contingency budget of $117,625.00 was projected in case of other income from gifts, service contracts, Foundation philanthropy or increases in enrollment beyond predictions.

1977-78 Budget: $244,927.00 1978-79 Budget: $345,000.00

G. Recognition/Accreditation:

The Institution has been approved as of 1976 by the Board of Higher Education of the District of Columbus for a five-year period to grant the degree currently offered. This Board first approved the institution in 1974

The Middle States Association of Colleges and Schools has approved Campus-Free College for Candidate status as of June, 1976.

A Massachusetts license was issued in 1978.

II. Nontraditional Characteristics (Elements/Components)

A. Definition of Nontraditional Learning

See I, A, above.

B. Nontraditional Programs:

1. Goals and Objectives of Program - See above

2. Curriculum and Faculty

Curriculum is open and unstructured; institution does not offer or set any course of study.

Faculty consists of specially contracted Program Advisors and centrally located Academic Council; there is no regular teaching or research staff.

3. Delivery System

   (a) Residency requirements do not apply to this contractual approach to study.

   (b) Independent study, guided by the Program Adviser, is the heart of Campus-Free College's approach. It is called "self-directed learning." No other type of learning experience is depended upon unless a particular contract calls for it.

   (c) All degrees and courses of study are external.

   (d) Media used may include any variety of learning environments, methods and equipment, up to and including course and lab credits from other institutions for which Campus-Free College agrees to grant its own credit.

4. Methods of Learning/Instruction

   Campus-Free College is a network of program Advisors, people contracted to oversee individual students's projects and courses of study, connected to a central office which includes the Academic Council and the Monitors. Monitors are centrally available consultants who are responsible for the periodic review to student/advisor progress. The Academic Council is a panel of twelve (12) educators (full-time) who approve proposed courses of study (curricula), award credit, and recommend that degree requests be approved or denied. Programs of study are not specified by the institution, but degree requirements are worked into each program contract.

   All curriculum plans are reviewed by monitors prior to submission to Academic Council for approval. Monitor makes recommendations to student and Academic Council.

   All student work is reviewed by monitor every two quarters and a written review with elements and recommendations is sent to student and P. A.

   Non-degree programs are the most flexible of all. Since the entire program is self-directed, Campus-Free College sponsors no formal instruction itself, nor does it administer tests or examinations or provide readers for papers.

Program advisors are contracted to advise individual students in various localities across the country; they are not permanent faculty. In most instances the student helps select his or her Program Advisor, as this relationship is essential to the Institution's educational philosophy.

5. Admission Requirements

Admission is termed Enrollment; it may occur at the beginning of any month and is unrestricted as to type of student. Enrollment requires the filling out of an Enrollment Form--essentially an academic/experiential autobiography plus a program of planned studies. Signing this form must be the prospective student, the person who is to be financially responsible, and the program advisor--who must also be approved by the College via a separate form. The CFC application included an interview and a writing sample evaluated by the Council. Recommendation for admission is based on writing sample and interview and submitted material. Tuition is paid quarterly. More than one program and Program Advisor may be used, especially in degree courses of study.

6. Completion Requirements

Credits are awarded by the Academic Council and the evaluator upon review of materials submitted by students together with the Program Advisors. To achieve the awarding of a degree, all learning goals as specific in all programs undertaken must be satisfied, the Program Advisor(s) must certify readiness for the degree, and the Academic Council must approve the degree request. Voting by the Trustees is the method of awarding degrees. For each degree the following is required:

(a) Associate in Arts: high school diploma or equivalent and a minimum of sixty (60) learning credits.

(b) Bachelor of Arts: high school diploma or the equivalent and a minimum of one hundred twenty (120) learning credits.

(c) Master of Arts: bachelor's degree, the equivalent, or completion of Campus Free College's M.A. qualifying period, plus thirty (30) learning credits. The M.A. qualifying period is a two-quarter (six month) period consisting of regular learning projects and designed to enable the Academic Council to determine a student's maturity and fitness for Master's-level work.

There is no specified time frames (except the M.A. qualitying period). Each quarter lasts three months, and leaves of absence or delays may be approved by Program Advisors.

7. Advanced Standing Processes

Credit may be granted for life experiences or for work done at other institutions as long as this expectation is written into the original or subsequent programs of study.

The Academic Council will evaluate, by request, the prior work of any prospective student and propose what life experiences and/or previous study may be credited toward a given program. Assessment carries an extra Fee of $50.00.

8. Advising and Counseling - See above.

9. Learning Resources

This depends on the program; the institution only provides evaluative resources.

10. Evaluation System

(a) Student Progress

The Quarterly Report is a summary of feelings, attitudes, and impressions from a student-advisor team. These reports are an assessment of the student's and advisor's work together, and of the overall progress.

A Semi-Annual Review is completed by the student's Monitor at the end of every other quarter of enrollment.

Each learning project has built into it an evaluation of the learning to the goals.

(b) Program

The central quality control mechanism is the Academic Council and its subcommittees. The staff, the mentors, and the program advisors also play a role in quality control.

11. Costs

(a) Tuition & Fees - See I., E.

(b) Program - See I., F.

C. Recognition /Accreditation

See I., G.

CENTER FOR DEGREE STUDIES (Middle States Association)
Scranton, Pennsylvania 18515

I. Institutional Characteristics - General

A. Purpose:

To provide an individualized educational system for those individuals who for personal reasons elect not to pursue their educational goals in a traditional college. It is the Center's objective to increase the accessibility of career-oriented higher education to satisfy the personal and professional interests of individuals seeking to improve their quality of life through education without sacrifice of the quality of education, family and employment.

B. Sponsorship:

Intext, Inc. provides the financial support for the Center for Degree Studies. Intext is a publicly held corporation; its stock is traded over the counter.

C. Size:

Students 12,000 Faculty 52

D. Degrees Offered:

Associate in Specialized Business in Accounting and Business Management
Associate in Specialized Technology in Chemical Engineering, Civil Engineering, Electrical Engineering, Electronics, Mechanical Engineering and Mechanical Drafting and Design Technologies

E. Costs (Tuition and Fees):

Tuition and fees are established according to a required semester schedule of 15 to 19 credit hours. The Center for Degree Studies reserves the right to adjust its tuition and fees as conditions warrant.

Total semester changes include an initial registration fee of $100 and each subsequent enrollment a registration fee of $50 and tuition which is based on $45 per credit hour, proctored examination fees ($50) and laboratory equipment and resident laboratory fees where applicable.

Accounting

Semester I	$825
Semester II	775
Semester III	775
Semester IV	910

Business Management

Semester I	$825
Semester II	910
Semester III	910
Semester IV	775

Mechanical Drafting & Design

Semester I	$875
Semester II	865
Semester III	775
Semester IV	910

Electronics

Semester I	$1030
Semester II	865
Semester III	995
Semester IV	1055

Chemical Engineering

Semester I	$870
Semester II	975
Semester III	915
Semester IV	1025

Civil Engineering

Semester I	$ 875
Semester II	775
Semester III	775
Semester IV	1115

Electrical Engineering

Semester I	$825
Semester II	965
Semester III	820
Semester IV	1070

Mechanical Engineering

Semester I	$825
Semester II	870
Semester III	775
Semester IV	1115

Additional Fees

Change of Program Fee (Nonrefundable)	$10
Transcript Evaluation Fee (Nonrefundable)	15
Makeup Proctored Examination Fee (Nonrefundable	25

Laboratory Equipment Fee. The fee for the Qualitative Laboratory equipment required for the Chemical Engineering program is included in the comprehensive Semester Fee for Semester II.

Resident Laboratory Fee. The fee for the two-week resident laboratory required for all AST programs except Mechanical Drafting and Design Technology is included in the comprehensive Semester Fee for Semester II.

Resident Laboratory Fee. The fee for the two-week resident laboratory required for all AST programs except Mechanical Drafting and Design Technology is included in the comprehensive Semester Fee for Semester IV. Living expenses, including campus or resident room and board and transportation expenses, are the responsibility of the student. The Center will make arrangements with Lafayette College or a college designated by the Center for room and board unless the student wishes to make other arrangements.

F. Financial Data:

Intext Corporation for the year ending December 31, 1977 had net revenues of $65.5 million. Income before extraordinary credit was $0.9 million.

As of December 31, 1977, uncollected and unearned student tuition fees on active contracts totaled approximately $32 million. The Company policy is that tuition fees are considered to be earned as the related services are rendered. The Company records tuition fees in income when the cash is collected and deducts refunds from income when they are paid.

G. Recognition/Accreditation:

Accredited by the Middle States Association of College and Schools.

Authorized by the Pennsylvania Department of Education to award the Associate in Specialized Business and Associate in Specialized Technology degrees.

II. Nontraditional Characteristics

A. Definition of Nontraditional Learning:

The Individualized Educational System provides the flexibility to enroll at any time and to proceed in accordance with the individual's ability. The system provides individualized instruction and service from admission to graduation. The student studies from specially prepared textbooks and has accessibility to the faculty on a continuing consultation basis through written and/or special telephone communications (Dial-A-Question, national Watts lines).

B. Characteristics of Nontraditional Programs:

1. Purpose of Programs

To prepare students in specific career fields and provide courses of study designed to enhance the student's professional competence. Personal enrichment is achieved through acquired self discipline and intellectual development.

2. Curriculum and Faculty

The curricula for the various programs are designed to satisfy professional career requirements and includes related subjects such as mathematics and basic science. Enrichment courses are also provided for credit or noncredit.

The faculty is responsible for preparing specialized instruction materials geared to satisfy individual student's needs and to provide supplemental instruction to the student as the student's needs require. In addition to the full-time faculty, an Advisory Board consisting of representatives from higher education and industry provides overall guidance and direction for the development of the institution and satisfying the individualized needs of the student, the requirements of the professions and of business and industry.

3. Instructional System

   (a) Each program is divided into semesters. A semester consists of 15 to 18 credit hours of study. A maximum of 6 years is allowed for completion of the degree requirements.

   (b) The Center's Individualized Instruction System provides continuing contact with the student by written and/or special telephone communication (Dial-A-Question, national Watts lines). The sophisticated computerized system employed by the Center provides for continuous monitoring of student progress and the ability to respond to individualized student needs.

   (c) Students enrolled in the Engineering Technology programs are required to fulfill a residency which is conducted at Lafayette College. This requirement consists of two weeks of intensive laboratory training conducted by members of the Lafayette faculty. The sessions, for the convenience of the students, are scheduled to coincide with summer vacations.

   (d) The instructional system utilizes specially prepared instructional materials programmed in a sequential format. The sequential presentation of the materials insures a progressive building-block approach based upon a highly structured format.

4. Methods of Instruction

   A student is furnished with a predetermined set of instructional materials with full instructions on how to proceed and derive the maximum benefit from the educational experience. As a student completes an assignment, he is required to submit an examination to the Center for evaluation and grading. When the student has completed the assignments within a semester, he is required to take a proctored examination which serves to validate his level of competency in the various subjects. The student is allowed one retake on a proctored examination and must achieve a passing grade to remain a degree candidate.

5. Admissions Requirements

   An applicant must have either a high school diploma or a state-approved G.E.D. Equivalency Certificate. An application/contract must be completed and submitted to the Center.

6. Completion Requirements

   To be awarded a degree, the student must satisfy the following requirements:

   (a) Complete the required course of study with a minimum of 25% of the total credit hours being earned through the Center for Degree Studies.

   (b) Achieve a Cumulative Quality Point Average of 2.0 or higher in all studies. The Center uses a number/letter system of grading, with number grades being assigned to lesson examinations and letter grades to completed courses or subjects. A standard 4.0 system is employed.

   (c) Complete the requirements within six years of the date of matriculation for the four semesters or 18 months per semester for less than the full four-semester program.

7. Advanced Standing Processes

   Advanced standing credit is granted under the following standards:

   (a) Advanced standing may be granted to those applicants who have comparable work with a passing grade as evidenced by an official college transcript.

   (b) Credit is awarded for CLEP certification and for Educational Experiences gained through the civil service and military.

   (c) For those students who have acquired life/work experience, arrangements have been made with the Life Experience Center, Edinboro, Pennsylvania for assessment of prior experiential learning.

   Professional fees for the independent assessment and conversion of experiential learning are the responsibility of the applicant.

8. Student counseling occurs constantly during each program, and permanent staff are on duty during each day of the work week to receive the toll-free special Dial-A-Question

Watts line calls from students all over the country. Reports to employers, transcripts, student surveys, and permanent student records are either made available or kept by the Center.

9. All learning resources required are provided by the Center including textbooks which are included with the tuition.

10. Evaluation of progress has been described above.

11. Costs have been described above.

C. Recognition and Accreditation:

Accreditation has been described.

EMPIRE STATE COLLEGE - S.U.N.Y. (Middle States Association)

Saratoga Springs, New York 12866

I. Institutional Characteristics - General

A. Purpose:

To serve the state educational system as a component of a balanced network of educational institutions providing maximum program options for New York's population.

The College's specific purposes are:

-- to devise new patterns of independent study and flexible approaches to college-level learning suitable for people who require or prefer an off-campus, individualized instructional mode,

-- to respond to emerging social and educational needs by assisting students to devise college-level degree programs that are both sound and innovative,

-- to help students build upon their own particular prior learning and strengths through assessment of work and life learning, and by instruction tailored to the specific background and academic program of the student, and

-- to conduct on-going research on the models that are developed with particular attention to program effectiveness.

B. Sponsorship:

Empire State College is a publicly owned and supported institution which is an independent unit of the State University of New York System.

C. Size:

Students	3300	Faculty (Full-Time)	93
		Faculty (Part-Time)	46
		Faculty (Adjunct)*	28

*Adjunct Faculty are employed by Empire State College to advise or tutor individual students on a contractual basis and to serve as evaluators of student work.

D. Degrees Offered:

Associate in Arts
Associate in Science

Bachelor of Arts
Bachelor of Science
Bachelor of Professional Studies

E. Costs:

Students are billed in "billing cycles" of sixteen (16) weeks duration each; there are three (3) billing cycles in each year (excluding four (4) weeks in August, when no contracts are let).

Tuition is as follows, subject to change:

New York Resident

	Lower Division		Upper Division	
	Full Billing Cycle	1/2 month	Full Billing Cycle	1/2 month
Full-time	$375.00	$50.00	$450.00	$ 60.00
3/4 Time	300.00	37.50	360.00	45.00
1/2 Time	200.00	25.00	240.00	30.00
1/4 Time	100.00	12.50	120.00	15.00

Out-of-State Resident

	Lower Division		Upper Division	
	Full Billing Cycle	1/2 Month	Full Billing Cycle	1/2 month
Full-Time	600.00	80.00	750.00	100.00
3/4 Time	480.00	60.00	600.00	75.00
1/2 Time	320.00	40.00	400.00	50.00
1/4 Time	160.00	20.00	200.00	25.00

Fees are as follows:

Orientation fee - no more than $5.00
College Fee (per billing cycle):

Full-Time	12.50
3/4 Time	9.50
1/2 Time	6.25
1/4 Time	3.23

Billing Fees - Late payment, $10.00
Bad Check 5.00

Transcript Fee - 1st Transcript - Free
Each Additional - $2.00

F. The 1975-76 Master Plan budget was for a total of $5.7 million. Projected support reconvenes from the State of New York for the same year (1976-end accounting) were $6.2 million.

An Empire State College Foundation has recently been established.

G. As a component of the State University of New York, Empire State College's degrees and programs are registered by the State Education Department of New York. Accreditation by the Middle States Association of Colleges and Schools was obtained in 1974.

II. Nontraditional Characteristics

A. Definition of Nontraditional Learning:

See Purpose, above.

B. Characteristics of Nontraditional Programs:

1. Purpose of Programs

See I. A. Purpose, above.

2. Curriculum and Faculty

The Degree Program is the individualized curriculum design which brings a student's educational purposes and prior learning into relationship with the College objectives and degree requirements. It provides the framework against which advanced standing decisions are made and within which individual learning contracts are planned. There are no distribution requirements set in advance for Empire State Degree Programs because students and faculty design individual Degree Programs that respond to student educational needs and interests as well as to the College's educational objectives.

Each student's Degree Program blends four elements into an educationally complete course of study.

1. the student's educational goals and needs;
2. the degree expectations of the College;
3. the areas of study and organizing frameworks that comprise the educational structure of the College;
4. the need for a concentration of learning in a particular area and general learning in several areas.

Available areas of study include: the arts, business, management, and economics; community and human services; cultural studies; educational studies; historical studies, human development; science, mathematics and technology; social theory, structure and change; and labor studies.

Academic work at Empire State College is organized through learning contracts: specific study plans for learning. Each learning contract extends over a particular period of time and satisfies a particular aspect of the student's overall Degree Program. These study plans are drawn up and agreed to by the student and mentor, hence the name learning contracts. They are based on the student's Degree Program and detail sets of learning activities:

the means the student will use to achieve the study goals;
the topics of study;
the resources to be used;
what the student will do and produce;
how long it will take;
how much credit will be granted for successful completion;
how and on what basis the work will be evaluated.

The faculty are called mentors. Mentors are central to all work at Empire State College. Each student is assigned a mentor, who helps the student plan and coordinate his or her course of study. Besides providing instruction in their own fields of expertise, mentors counsel and advise students about the academic alternatives open to them; mentors assist students in designing their academic program of study and provide the instructional resources to facilitate that study; mentors coordinate the work with students of adjunct faculty and tutors; finally, mentors assess and evaluate the quality of students' academic work at the College, preparing written evaluations of all a student's learning achievements.

3. Delivery Systems

(a) Residency Requirements

Degree progress is measured in credits. One credit is equivalent to one semester hour. Bachelor's degrees require 128 credits, while Associate degrees require 64 credits.

Candidates for baccalaureate degrees must complete 32 credits at Empire State, while candidates for associate degrees must complete 24 credits at the College.

(b) Independent Study Utilization

Empire State College bases its programs on a combination of independent, self-directed study and upon periodic meetings with mentors in regional centers or units. For some contractual programs resident study (usually no longer than one week) or participation in a course at a cooperating institution may be required. Programs are also available consisting entirely of independent study under the guidance of the mentor and adjunct faculty or tutor.

(c) External Nature

The various regional centers coordinate the instructional programs. Subject to review by the Center's Associate Dean and Academic Review Committee, the mentor is the focal point of each student's work. Under the mentor's guidance the student uses study and research opportunities available at the various S.U.N.Y. campus facilities and cooperating private institutions. Study material for independent study courses and media packages are available from Empire State College itself.

(d) Media Utilization

Empire State College uses a variety of media to instruct as already discussed, including tutoring, self-study materials, conference seminars and the preparation of course-equivalent packages (films, texts, syllabi, etc.) which may be used for specific degree programs.

4. Methods for learning

Preparation of the Degree Program (described above) is central to the instructional process. Each program must combine student needs and concerns with degree requirements (number of credits, proportions of liberal arts and advanced studies, certain sequential requirements, consideration of professional requirements in some fields). Breadth is encouraged in the context of the College's liberal arts emphasis, and a coherent reflection of that emphasis, as well as a coherent concentration must be at the core of the program. Contracts utilizing mentors, resource persons and media are then devised on the basis of the Degree Program, taking into consideration (if desired and possible) a Portfolio of evidence for advanced standing based on previous college study and college-level learning from work and life experience. Evaluation meetings between student and mentor formally conclude each contract, and a graduation review by the Center Academic Review Committee and the Office of Academic Affairs concludes the entire program.

Major learning methods employed within the over-all process include field experience, independent study, tutoring, group studies, self-study modules, examinations, S.U.N.Y. correspondence courses, and courses taken at other institutions.

5. Admissions Requirements

Admissions is based on possession of a high-school diploma, a recognized euqivalent, or Empire State College's favorable evaluation of ability based on achievement after leaving school. Admissions occur monthly at each regional center, with concern given to the availability of a desired program at a desired or convenient location, the number of students already contracted to the mentors in that program or area, and the student needs implied by a desired program which the College would have to meet. Applicants may be placed in a waiting pool on a first-come basis, but no other restrictions exist.

6. Completion Requirements

Aside from the number of credits for a particular degree, the student must meet the expectations established in the Degree Program as approved by the Mentor, the Dean, and Academic Review Committee of the regional center and the Vice President for Academic Affairs.

7. Advanced Standing Processes

(a) Advanced Standing Processes

The College grants credit for verified and evaluated college-level learning gained from inservice training programs, work, travel, reading, and community acitivities. Requests for credit are evaluated by qualified experts and assessed in relation to the Degree Program by the faculty Assessment Committee.

(b) The College grants credit for verified and evaluated experiential learning; the College requires that such experience must fulfill a part of the Degree Program.

(c) Transfer credit is acceptable when coming into an Empire State College Degree Program.

(d) Advanced standing credit may not exceed 96 credits for a bachelor's degree or 40 credits for an associate degree. Advanced Standing evidence is evaluated by qualified experts and assessed in relation to the Degree Program by the faculty Assessment Committee.

8. Advising and Counseling

These activities are essential to the role of the mentor. In addition, each regional center or the central office possesses support personnel capable of advising in the areas of advanced standing, admissions, learning resources, field study experiences, financial aid, student records and certain special programs (veterans, foreign students, etc.)

9. Learning resources have already been discussed in appropriate sections dealing with the program and instructional methodology.

10. Evaluation System

    See instructional methods and completion requirements.

11. Costs

    Same as under general characteristics.

C. Recognition and Accreditation:

Same as under general characteristics.

STATE UNIVERSITY COLLEGE AT BROCKPORT (Middle States Association)

Brockport, New York 14420

I. Institutional Characteristics - General

A. Purpose:

A liberal arts institution with a special effort to serve the Rochester Metropolitan area.

B. Sponsorship:

The College at Brockport is one of the fourteen colleges of arts and science in the State University of New York System.

C. Size:

Students 11,696 Faculty 495

D. Degrees Offered:

38 majors leading to a baccalaureate degree.

13 master's degree programs

E. Costs:

Unavailable.

F. Financial Data:

Unavailable.

G. Recognition/Accreditation:

SUNY at Brockport is accredited by the Middle States Association of Colleges and Schools.

II. Nontraditional Characteristics

A. Definition of Nontraditional Learning:

Programs designed specifically for people who have life commitments and responsibilities, people who must deal with demands on their time and energies as they participate in college study.

B. Characteristics of Nontraditional Program(s):

1. Purpose

See Section II, Part A.

2. Curriculum and Faculty

The curriculum includes the traditional components of liberal education: general studies, the academic major, and electives. But reinforcing all these are broad learning experiences in the four traditional academic divisions (fine arts, humanities, science/math, and social science) and in interdisciplinary and cross-cultural studies which serve as an integrating element of the entire time variable program. Each student has a mentor, faculty member who assists in the design and realization of the student's personal and academic objectives. Mentors also conduct on-going tutorial projects with small groups of students as an integral part of the curriculum. In consultation with a mentor, a student elects and designs one of three kinds of major programs determined by individual needs, interests, and objectives: either a traditional major in a specific area of concentration, an interdisciplinary major, or an even broader cross-disciplinary major which encompasses diverse combinations for individuals with unique personal or career objectives.

The Alernate College faculty is recruited from the regular faculty at the State University College at Brockport.

The Mature Adult Program (M.A.P.) is built upon the traditional degree programs offered by the college and is especially suitable for those whose career and/or learning aspirations require an academic major. The degree programs are in arts, science, nursing, and professional studies.

The study for the Bachelor of Arts in Liberal Studies (B.L.S.) is basically concentrated in the liberal arts fields of the humanities, social sciences, and natural sciences/mathematics.

3. Delivery System

(a) Time/Space Requirements

While the academic calendar of 16 week semesters coincide with that of the regular college, learning experiences in the Alternate College during the first year divide into groups of 11 week and 5 week sessions. At no time during the first year does a student carry the workload of more than 4 courses ranging from a maximum of 16 to a minimum of 5 weeks. Normally a credit hour load for one semester is 17 or 18 credit hours.

M.A.P. is designed to facilitate the enrollment of the person who may have commitments of job and/or family. There is the choice of day or evening courses, or a combination of the two.

The B.L.S. completion requires 120 credit hours with the time to complete the degree varying with the individual. Each student must enroll for at least the one-credit hour B.L.S. tutorial course each quarter.

(b) Independent Study Utilization

Independent study projects are possible within the above framework.

(c) External Nature

All SUNY overseas programs are open to Alternate College students as are all off-campus programs sponsored by SUC-Brockport.

(d) Media Utilization

No specific mention of media was evident in the submitted material.

4. Methods for Learning

The faculty at the Alternate College is committed to excellence and innovation in instruction. Students may expect to encounter a wide variety of new approaches to learning, many of which involve them in the management of the learning process. The ultimate aim is to make students capable of initiating and directing their own learning experiences, with the instructor serving as a resource person or fellow participant in the learning adventure.

5. Admissions Requirement

Any student normally admissible to SUC-Brockport is eligible to enroll in the Alternate College but because of the nature of the degree program the entering freshmen classes are usually limited to 300 students. Admission does not depend on extraordinary academic achievement as the individuals considered reasons for wanting to participate in the Alternate College are more important.

Admission to the B.L.S. program is open to those people 22 or more years of age who hold either a high school or G.E.D. diploma.

6. Completion Requirements

Baccalaureate degree requirements in the Alternate College

(a) completion of a minimum of 96 semester hours in an approved program with a minimum academic average of 2.0;
(b) completion of the four core courses, two emersion modules, two mentor seminars, and other core and general education courses;
(c) not more than 9 credit hours may ordinarily be taken in non-liberal arts credit academic areas;
(d) completion of 48 semester hours in upper division courses of which a minimum of 12 hours should be in the academic major;
(e) completion of an academic major program with a minimum cumulative index of 2.0 in all courses taken.

The M.A.P. program requires 120 total hours minimum with a communications core, liberal arts core, 48 upper division hours, 60-90 hours in the major, and elective hours.

The B.L.S. degree requires 30 credit hours of study in each of the four areas of the social sciences, natural sciences, humanities, and an integrating area.

7. Advanced Standing

(a) Credit by Examination

Academic credit may be earned through the advanced placement examination, proficiency examination, or credit by examination; however, this does not ordinarily reduce the six semester residence requirement for the baccalaureate degree in the Alternate College.

(b) Experiential Learning

Students in the M.A.P. program are encouraged to apply for college credit for knowledge gained from non-collegiate educational experiences.

(c) Transfer Credit

Transfer students who have completed one or more years of college are usually advised to enroll in the regular program at SUC-Brockport.

8. Advising and Counseling

Instructors have an opportunity to establish close relationships with students through the mentor-tutorial seminar which permits them to focus on such concerns as career counseling or improvement of communication skills.

9. Learning Resources

All resources available at SUC-Brockport are utilized in the Alternate College. The library contains 250,000 volumes.

10. Evaluation Systems

(a) Student progress

Conventional grades are given in courses offered by the Alternate College staff, and, in addition, an anecdotal report of the student's achievement in each course is prepared.

(b) Program

Internal devices are used for evaluating instruction, curriculum and general satisfaction with the program.

These mechanisms include student evaluation of all Alternate College courses, student response to the mentor, tutorial seminar experience, student self-evaluation of academic performance, and anecdotal evaluations of students by instructors. The faculty continues to engage in self-evaluation as a routine follow-up to each course offering.

11. Costs

(a) Tuition and Fees

Alternate College

Lower Division Tuition	$375/semester
Upper Division Tuition	450/academic year
Graduate Tuition	700/semester

M.A.P.

Residents of New York State same as Alternate College

Nonresidents -	Lower Division Tuition	$600/semester
	Upper Division Tuition	750/semester
	Graduate Tuition	900/semester

B.L.S.

Residents of N.Y. -	Lower Division Tuition	$25/hour
	Upper Division Tuition	30/hour
Nonresidents -	Lower Division Tuition	$40/hour
	Upper Division Tuition	50/hour

Testing Fees $20/test

(b) Program Cost

Unavailable.

C. Recognition/Accreditation

See Section I, Part G.

THOMAS A. EDISON COLLEGE
Trenton, New Jersey 08638

(Middle States Association)

I. Institutional Characteristics - General

A. Purpose:

Authorized as a state-supported institution "to (1) develop flexible methods of evaluating college-level knowledge, regardless of how that knowledge has been acquired; and (2) to make use of these methods to award valid college credits and degrees to individuals who have not met--or have not chosen to meet--the requirements of a traditional college or university." The institution sees itself as an organization designed to award external credits and degrees, based on examination, individual assessments of college level knowledge and evaluation of transfer college credits. Edison College provides free academic counseling to all, including non-students, grants college-level credits, awards degrees, furthers adult education and extension work, but does not offer instruction or possess a faculty on full-time status.

B. Sponsorship:

Thomas A. Edison College was created in 1972 by the State Board of Higher Education at New Jersey as one of nine state colleges.

C. Size:

Students 5,000+

Faculty (full or part-time) 0

*Consulting Faculty

a. Academic Council and its committees	70
b. Other consultants	500

*Not employed by the institution but serve as members of the Academic Council, degree committees, and testing committees, and as consultants in the individual assessment program.

D. Degrees Offered:

- Associate in Arts
- Associate in Science and Management
- Associate in Applied Science in Radiologic Technology
- Bachelor of Arts
- Bachelor of Science
- Bachelor of Science in Business Administration

E. Tuition and Fees Costs:

General Fees -

Enrollment	$75.00	Annual Registration Fees	$15.00
Upper Division Classification	50.00	Graduation (Assoc.)	35.00
Transcript -	Free	Graduation (Bach.)	50.00

Individual Assessment Fees -

Application Fee (per assessment	$75.00
Assessment Fee, per semester hour	10.00
Out-of-State Application Surcharge (per application)	50.00

Examination Program Fees -

Examinations valued up to 3 semester hours	$35.00
Examinations valued at 4-6 semester hours	50.00
Examinations valued over 6 semester hours	75.00
Modern Language Battery A (general)	75.00
Modern Language Battery B (advanced and cultural)	50.00
Modern Language combined Batteries A & B	100.00
Special Subject Examinations	var.
Out-of-State Administration Surcharge	15.00

Conference Fees -

B.A. candidate pre-graduation conference (at Edison)	Free
B.A. candidate pre-graduation conference (other location)	100.00

F. Financial Data:

Annual budget approximates $1,100,000.00
Support includes state appropriations ($700,000.00 in FY 1978-79), student fees, and federal and private grants
Endowment funds are inconsequential.

G. Recognition and Accreditation:

Approved by the New Jersey State Board of Higher Education in 1972.

Accredited for the external Associate and Bachelor's degrees by the Middle States Association of Colleges and Schools in 1977.

II. Nontraditional Characteristics

A. Definition of Nontraditional Learning:

See Section I., Part A.

B. Characteristics of Nontraditional Programs:

1. Purpose of Program -

   See Section I., Part A.

2. Curriculum and Faculty -

   See completion requirements.

   Faculty consists of no teaching staff. An academic council and subcommittees (70) of appointed consultants plan examination programs, approve degrees, and oversee the academic policies involving conseling, credit transfer, etc. Other part-time consultants devise examinations and study guides and serve as assessors in the individual assessment process.

3. Delivery System -

   (a) Residency requirements are non-existent; approval of transfer credit, passage of relevant examinations and assessment of prior experiential learning are the only time-consuming operations, and these vary individually.

   (b) Independent Study is frequently a means which students use to prepare for examinations or assessments, but, except for counseling, the institution does not concern itself with how students prepare their work.

   (c) External programs are all that Thomas A. Edison College offers. There are no residential programs. However, there are study guides for all TECEP examinations and some home-study packages are available.

   (d) Media utilization is not applicable.

   (e) See advanced standing, (7.), below.

4. Methods for Instruction -

   No instruction is offered.

5. Admission Requirements -

   There are no admission requirements; enrollment is open to anyone regardless of educational experience or location.

6. Completion Requirements -

   Degrees are awarded on the basis of standard credit accumulation requirements, as follows:

   Bachelor of Arts - 120 semester hours total, including 87 in liberal arts, and 33 electives; an area concentration of 39 hours must focus on the humanities, social sciences, or natural sciences/mathematics. B.A. students must also be assessed in a pregraduation conference.

   Bachelor of Science in Business Administration - 120 semester hours total, including 48 hours in liberal arts, 60 in business, and 12 elective hours.

   Bachelor of Science - 120 semester hours, including 48 in liberal arts, 54 in a professional option (human services or technical services), and 18 elective hours.

   Associate in Arts - 60 semester hours, including 48 in liberal arts and 12 elective hours.

   Associate in Science in Management - 60 semester hours, including 21 in liberal arts and 39 in business.

   Associate in Applied Science in Radiologic Technology - 60 semester hours, including 26 in liberal arts and 34 in professional study.

   A minimum grade-point average of 2.0 on a 4.0 scale must be maintained in order to graduate. This applies to transferred work. All degrees candidates must also demonstrate proficiency in written expression.

7. Advanced Standing Processes -

   (a) Credit by examination is given for both professional and experiential learning, but only the examination results serve as the basis for awarding credit. Examinations approved by the Academic Council and devised by testing committees of Thomas A. Edison College are known as TECEP (Thomas Edison College Examination Program) achievement tests. External examination services recognized by the institution include CLEP, CEEB, USAFI, DANTES, and ACT/PEP. These examinations serve as course equivalents in many subject areas and are planned into individual programs.

(b) Transfer credit is accepted regularly, and, together with examinations and assessments, forms the basis of most credit programs. Academic counselors at the institutional centers plan with students for the transfer of prior credit, and there is no limitation on time elapsed since credit was originally given, except for professional course-work in radiologic technology, business, and technical fields. However, in these areas, up to 25 percent of course-work can be transferred when the work is over ten (10) years old, at grade levels above failure.

(c) Individual Assessment is used to award credit when examinations do not exist in a given subject. A faculty consultant is engaged to evaluate the experiential learning in question and to classify it academically and award credit for it based upon its relation to an individual's program. Oral, written, product, and performance assessments may be required and administered by the consultant, and in some areas portfolios of completed work may be requested and examined. Team assessment is possible.

8. Advising and Counseling -

Academic counseling is a regular part of the pre-enrollment process: centers around the state are prepared to counsel prospective students and plan their programs or refer special questions to faculty consultants. In addition, advanced students in the baccalaureate programs may be assigned an academic advisor. Non-academic counseling services do not exist.

9. Learning resources -

Except for examination services, none are provided.

10. Evaluation system -

See completion requirements (6.) and advanced standing (8.) above.

11. Costs -

See Section I., Part E.

C. Recognition and Accreditation:

See Section I., Part G.

REGENTS EXTERNAL DEGREE - (Middle States Association)
UNIVERSITY OF THE STATE OF NEW YORK
Albany, New York 12230

I. Institutional Characteristics - General

A. Purpose:

To enable students with college-level knowledge to earn a degree without attending college. The Regents degree is completely external--being awarded to students the "University" has never directly taught. (Here it should be mentioned that the University of the State of New York does not actually exist as a campus-based institution, but is rather the legal entity and organization encompassing all education in New York State, since 1784.)

B. Sponsorship:

The Regents External Degree was proposed and endorsed by the Commissioner of Education and the Board of Regents of the University of the State of New York (the corporate entity comprising all educational and cultural institutions and facilities, in New York State) in 1970.

C. Size:

Students 10,000 Faculty (consulting)* 200

*Faculty are not employed by the Regents but are paid on a _per_ _diem_ basis to develop and govern degree programs.

D. Degrees Offered:

Associate in Arts
Associate in Science
Associate in Applied Science (Nursing)
Associate in Science (Nursing)

Bachelor of Arts
Bachelor of Science
Bachelor of Science (Nursing)
Bachelor of Science (Business Administration)

E. Costs:

Administrative Fees (all degrees)

Enrollment Fee for Degree	$75.00
Enrollment Fee (non-degree)	75.00
Record Maintenance (Annual, Associate)	25.00
Record Maintenance (Annual, Bachelor's)	50.00
Graduation Fee	25.00

Regents specify that each student may well pay course tuition at regular colleges or examination fees to agencies providing acceptable examinations; thus "tuition" costs may vary depending on the individual program. Regents require no examination fees but estimate the total cost of degrees by examination at between $400.00 and $850.00. A comprehensive fee list for existing examinations appears in the catalogue.

F. Financial Data:

(Estimated for 1977)

Expenditures were to be calculated at $1,054,155.00; income at $1,560,581.00.

Endowment is non-existent.

Support is to come from two sources: (a) enrollment and examination fees--$859,450.00; grants from foundations for development and administration--$279,589.00. State support is not utilized.

G. Recognition and Accreditation:

External Degrees are registered as of 1971 by the New York Board of Regents, a recognized national accrediting body.

Regents External Associate Degree in Nursing is accredited by the National League for Nursing.

Associate Degree holders in Nursing are permitted to sit for the New York State Registered Nurse Licensure Examination.

Bachelor of Science (Business Administration) holders may, with an accounting concentration, sit for the C.P.A. examination in New York. This same degree program, including all other concentrations, holds membership in the American Assembly of Collegiate Schools of Business.

External Degrees are recognized as a Serviceman's Opportunity College.

Accreditation for all degrees has been granted by the Middle States Association of Colleges and Schools as of June 30, 1977.

II. Nontraditional Characteristics

A. Definition of Nontraditional Learning:

See General Characteristics - Purposes, above.

B. Characteristics of Nontraditional Programs:

1. Purpose of Program

See General Characteristics - Purpose, above.

2. Curriculum and Faculty

There is no curriculum per se, but degree program details are specified in program literature, and preparatory study outlines for placement and credit examinations are available in most fields of study.

The faculty consists of educational consultants who develop programs and evaluate student progress on a service-rendered basis.

3. Delivery System

(a) Residency Requirements

None as such, since all degrees are external. There is not requisite time frame for completior of degree requirements, although preprofessional programs might be more tightly regulated if the professional accrediting organization has such requirements.

(b) Independent study is essentially the entire experience, except when a student enrolls for transfer credit at a traditional institution.

(c) All degrees are external.

(d) With the exception of credit examinations and preparatory study outlines, no media are used by the Regents.

4. Methods for Instruction

Instruction is not given for any degree. Suggestions for study approaches and community study resources are made in the program literature, and more intense help in this area is available via advising services.

5. Admissions Requirements

Regular students are admitted with a high school diploma, but it is not necessary nor is any equivalent. Non-New York residents are welcome but they may have to come to New York if they take certain examinations.

6. Completion Requirements

Each student must prepare an Initial Credit Evaluation listing his or her prior earned credits and other allowable experience for purposes of granting advanced status. Each degree has certain requirements, which can be met in any order.

Associate in Arts - 60 semester hours or equivalent, including 48 in liberal arts and 9 in either humanities, social science, and science, and 12 each in the other two areas.

Associate in Science - 60 semester hours or equivalent, including 30 in liberal arts and 30 electives.

Associate in Applied Science (Nursing) - 60 semester hours or equivalent, including roughly 30 in liberal arts and 30 in professional subjects.

Associate in Science (Nursing) - same as above except liberal arts component is more structured.

Bachelor of Science (Nursing) - 72 semester hours of general studies, including 60 liberal arts distribution and 12 elective, plus meet 8 examination proficiency levels in nursing fields equivalent to approximately 48 hours.

Bachelor of Arts - 120 semester hours or equivalent, including 90 in liberal arts, 30 elective, and 30 in a concentration. At least 45 hours must be beyond elementary level courses.

Bachelor of Science - 120 semester hours or equivalent, including 60 in liberal arts and 60 elective, with at least 45 hours beyond elementary level courses.

Bachelor os Science (Business Administration) - 120 semester hours or equivalent, including 63 in liberal arts and general electives, and at least 57 hours in an approved business concentration.

For all degrees, a minimum 2.0 average ("C") on a 4.0 scale must be maintained in order to graduate.

7. Advanced Standing Processes

(a) Credit by examination is one of two main methods of earning Regents credits. In addition to the CLEP and Regents examination, other examination services are approved, including CEEB-AP, GRE, UP

Field Tests, DANTES, and USAFI. Full details are provided for interested students. Examinations offered by the Regents themselves are available across the country under the auspices of the American College Testing Program.

(b) Experiential learning is only credited by examination or other professional assessment.

(c) Transfer credit is the second main method of earning credit, and may comprise up to the entire program of a student--there are some institutions such as proprietary schools whose credit is not accepted, and a list of approved schools is available. Transfer data must be sent directly from the awarding institution.

(d) Where proficiency examinations are not appropriate or feasible, a special assessment may be requested together with a fee of $150.00 and the candidate will be evaluated by two selected evaluators. Additional meetings cost a further $100.00. Assessments are made in Albany, New York.

8. Advising and Counseling

Academic advisory services are available for planning and monitoring degree programs, financial aid, and obtaining local study assistance from the Regents office or from a network of voluntary advisors located in service organizations around the state.

9. Learning Resources

None other than the services already mentioned.

10. Evaluation System

See above.

11. Costs

See above.

C. Recognition and Accreditation:

See General Characteristics, above.

NEW ENGLAND ASSOCIATION INSTITUTIONAL PROFILES

ARTHUR D. LITTLE MANAGEMENT
EDUCATION INSTITUTE, INC.
Cambridge, Massachusetts 02140

(New England Association)

I. Institutional Characteristics - General

A. Purpose:

As stated in their charter: "to establish and furnish courses and programs of study, instruction and training through lectures, laboratory work, correspondence, or in any other way and in connection therewith to award the academic degree of Master of Science in Administration and to prescribe the standards necessary for the successful completion, therefore, such participants to be initially but not necessarily from developing countries."

B. Sponsorship:

The Management Education Institute is the professional education component of the international consulting firm of Arthur D. Little, Inc. The ultimate authority for governance of the affairs of the MEI is vested in its own independent board of trustees.

C. Size:

Student Enrollment 56 Faculty 28

D. Degrees Offered:

*Certificate of Graduate Study
Master of Science in Management

E. Costs (Tuition and Fees):

Tuition is $7,840.00 per participant including books and classroom materials.

F. Financial Data:

Budget: $532,979.00
Endowment: -0-

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*Certificates of Graduate Study are awarded to participants who do not successfully complete the degree program requirements and are not nominated to the board of trustees by the faculty to receive the Master of Science in Management Degree.

G. Recognition/Accreditation:

The Massachusetts Board of Higher Education has authorized the Institute to award the Master of Science in Management Degree. The Institute is a fully accredited member of the New England Association of Schools and Colleges, Inc. There is no other accreditation by professional agencies or organizations.

II. Nontraditional Characteristics

A. Definition of Nontraditional Learning:

MEI feels that it is a nontraditional graduate school of business and has developed a unique approach using primarily the case method for teaching with cases that are relevant to the size and character of organizations in developing countries.

B. Nontraditional Programs:

1. Purpose of the Program

The program trains results-oriented managers who are capable of formulating effective policies and strategies in developing economies; managers capable of solving problems in complex organizational environments within both the government and private sectors of the economy.

2. Curriculum and Faculty

During the last three years the institution has offered only an agro-industrial and industrial development program leading to the Master of Science in Management Degree. The course of study is divided into three phases. Phase I includes 11 weeks of courses in basic management concepts, tools and techniques. Phase II covers 14 weeks of functional skills in management and development with a comprehensive case series at the end. The courses in Phase III integrate and apply all the skills in Phases I and II and include advanced management practices in economic planning.

All of the MEI faculty are part-time. There is no faculty rank, department or school. The MEI faculty is defined to include all individuals who have teaching responsibilities in the degree-granting program.

3. Delivery System

(a) Time/Space Requirements

The program is a 10 1/2-month full-time intensive course which includes more than 700 classroom hours of instruction, visits, and workshop sessions hosted by industries in the Boston/Cambridge area plus three weeks of supervised field trips to organizations and agencies in New York City, Washington, D. C., California, and Chicago.

(b) Independent Study

Not applicable.

(c) External Nature

The MEI does not support any degree courses or program or locations other than at its Acorn Park headquarters in Cambridge, Massachusetts.

(d) Media Utilization

Closed-circuit television facilities are available.

4. Methods for Learning/Instruction

Besides the standard lecture and seminar methods, simulation exercises and the case study method are used extensively in the program as mentioned previously. Field trip experiences are also included.

5. Admissions Requirement

It is expected that the candidates for the program have a baccalaureate degree. In certain instances a candidate with several years of strong administrative or managerial experience may have this requirement waived by the faculty.

6. Completion Requirements

Upon successful completion of the 10 1/2-month program, a master's degree would be conferred upon the participant.

7. (a) Credit by examination is not applicable.

(b) Experiential learning is not applicable

(c) Transfer Credit

The MEI does not accept transfer degree credit from other institutions for participants who matriculate in the master's program.

8. Advising and Counseling

There are several resources for academic and personal counseling including the admissions coordinator, the dean of instruction, faculty members, and other ADL client executives and (individuals responsible for maintaining liason with their major client organization).

9. Learning Resources

ADL has three working libraries throughout the company, the management library, the research library, and the life sciences library. The holdings and acquisitions include 35,000 books and reports, 5,000 periodicals and 30,000 non-confidential client reports which are made available to participants for their reference. The facilities at the MEI are rented from ADL at its research lab and corporate headquarters located at Acorn Park, Cambridge, Massachusetts. Facility includes a classroom, three study rooms and office space for institute staff. The MEI has access to ADL's conference rooms and auditorium by priority scheduling basis. In addition to these facilities there is closed-circuit television, monitors, and a TV system available for use by the faculty.

10. Evaluation Systems

(a) Student Pregress

At the beginning of each course each instructor explains in detail the expectations of the participants and methods to be employed in evaluating the participant's preparation, performance, contributions. The following grading scale is utilized: 5 - distinction, capability of working without supervision; 4 - excellent, capability of working with limited supervision; 3 - competent, capability of handling material under competent supervision and capable of performing under supervision; 2 - pass, minimal grasp of the subject as judged by the instructor; 1 - poor, failing performance.

(b) Program

Throughout the program faculty members review the effectiveness of the curriculum and collectively review the participant's performance so that changes can be made in succeeding programs. Students are also asked to assess courses regarding objectives, length, reading materials, workload, and organization. Students also evaluate the instructor's presentation, knowledge of material, teaching effectiveness, and system of grading.

11. Costs

See information provided in Section I., Part E.

C. Recognition and Accreditation

See information provided in Section I., Part G.

BRIDGEPORT ENGINEERING INSTITUTE

Bridgeport, Connecticut 06606

(New England Association)

I. Institutional Characteristics - General

A. Purpose:

To offer instruction in engineering fundamentals, at the baccalaureate and associate levels, to residents of Bridgeport and the Fairfield County area through evening study courses. Emphasis is placed on basic training in the sciences and mathematics, and all programs are contained in continuous and integrated sequences, facilitating student entry and program completion without inconvenience due to scheduling or pressure. The Institute operates at three locations; Bridgeport, Stamford and Danbury, and provides three terms in its eleven-month year; two of fifteen weeks (September and January) and one of ten weeks (May).

B. Sponsorship:

Private, independent school controlled by a self-perpetuating board of trustees.

C. Size:

Students 415 (approx.)

Faculty 0 (full-time)
90 (part-time)

D: Degrees Offered:

Associate in Engineering
Bachelor of Science in Mechanical Engineering
Bachelor of Science in Electrical Engineering

E. Costs:

Annual Tuition Fee (includes lab fees)	$1,240.00
Part-time Tuition (one course/semester)	225.00
Part-time Tuition (two courses/semester)	340.00
Part-time Tuition (three courses/semester)	450.00
Application Fee	25.00
Service Fee for Special Payment Arrangements	10.00
Condition Examination Fee	5.00
Graduation Fee	25.00

F. Financial Data:

B.E.I. operates on tuition income and occasional private gifts which go toward equipment and scholarships. In 1977 total revenue was $265,834.00, which fell short of expenses of $272,020.00.

Graduation fees ($1,230.00) and tuition (265.964.00) made up the entire institutional revenue.

NSF grants for development and purchasing have been received in the past.

As of 1977 the institution possessed an investment portfolio with a market value of around $125,000.00, and this might be counted as endowment funds.

G. Recognition/Accreditation:

Approved and authorized to grant degrees by the Connecticut Commission for Higher Education and the General Assembly of the State of Connecticut.

Accredited by the New England Association of Schools and Colleges in 1977.

II. Nontraditional Characteristics

A. Definition of Nontraditional Learning:

Aside from the statement of purpose ender general characteristics, B.E.I.'s approach to education is that of a night school. It offers a traditional academic program and services but delivers them in what might be termed non-traditional hours and locations. In addition, B.E.I. is entirely oriented toward the working, part-time student and has no day instruction for full-time students.

B. Characteristics of Nontraditional Program:

1. Purpose:

See Section I., Part A.

2. Curriculum and Faculty

B.E.I.'s curriculum is a traditional academic program in engineering, with fewer "frill" courses than in more comprehensive institutions. A liberal arts requirement does exist, however, and is both required and offered regularly. Associate and bachelor's programs are rather structured, but flexibility does exist within individual programs through advising and through the possibility of enrolling at any point without missing a crucial subject-matter sequence. Constant scheduling of sequential material is the key to this capability.

The faculty is entirely part-time, and is composed of practicing engineers and college teachers located in the immediate community. The faculty is not top-heavy with B.E.I. graduates, and although Ph.D.'s are scarce, includes as impressive a variety and quality of credentials as might be found in many or most traditional institutions.

3. Delivery System

(a) Time/Space Requirements - Residency

Degree programs are tailored to individual requirements, but the standardized pattern of course offerings means that most programs at the associate level may be completed in four years and at the bachelor's level in six years. No strict time frame seems to exist.

(b) Independent Study Utilization

Independent study is important and the Institute seeks to encourage such habits in its students. The Institute does, however, maintain its own 80,000 volume engineering library in Bridgeport for the use of its students.

(c) External Nature

External degrees, as such, are not offered, since all B.E.I. students participate in its evening residence coursework.

(d) Media Utilization

The library, standard texts, high school and college laboratory facilities (lent in evenings at various locations, and central administrative services).

4. Methods of Instruction

Lecture, laboratory instruction, seminar, counseling, feedback, special programs, independent study and concurrent work experiences.

5. Admissions Requirements

Applicants must be at least seventeen years of age, present a minimum of fifteen units of college credit (including 8 in English and 2 in algebra), and pass an apptitude test in English usage. Deficiencies must be satisfied by taking additional subjects offered for the purpose at B.E.I. Proof of graduation from an approved secondary school is needed, and in addition each applicant must satisfy B.E.I. that they possess the qualities necessary to pursue their desired program in the B.E.I. context. Notice of non-discrimination is given in the catalog.

6. Completion Requirements

All courses must be successfully passed in a given program with a cumulative grade average of no less than "C." Attendance is required and apparently closely followed.

7. Advanced Standing

Advanced placement is possible through the presentation of transcripts of equivalent course work from accredited colleges and through placement examinations, either oral or written, given at B.E.I. The following catalog statement serves as policy: "In general, experience indicates that the best interests of the student are not served by granting advanced standing unless he is exceptionally well grounded, particularly in mathematics and physics."

8. Advising and Counseling

Academic counseling begins at admission and continues throughout a student's program, with a counseling office at Bridgeport. Financial aid and veteran's assistance counseling are available. An employment bureau, active alumni association and extensive community ties provide placement opportunities for graduates. For assistance outside of evening class hours the residence telephones of administrative personnel are listed in the catalog. Non-academic counseling of a personal nature appears to be non-existent.

9. Learning Resources

See Section II., Part B. 3. (d).

10. Evaluation Systems

    See Section II., Part B. 5. & 6.

11. Costs

    See Section I., Part E.

C. Recognition/Accreditation

See Section I., Part G.

COMMUNITY COLLEGE OF VERMONT (New England Association)
Lyndonville, Vermont 05851

I. Institutional Characteristics

A. Purpose:

The Community College of Vermont was found on the conviction that the highest purpose of education is to foster self-reliant learners--people who have learned how to learn. Such people can assess what they have learned in the past and decide what they wish to learn in the future; they can plan to reach their goal; they can act on the plan; and they can determine when they have achieved the plan.

B. Sponsorship:

Community College of Vermont (CCV) is a public institution governed by the Vermont State Colleges' Board of Trustees.

C. Size:

Students: 4,200

Faculty: Size depends upon the course offerings for a particular term since course leaders are drawn from the community and hired on a part-time basis.

D. Degrees Offered:

The Associate Degree

E. Costs:

The Community College tuition fees are:

In-state - $35
Non-resident - $70 for a course with nine or more meetings

In-state - $25
Non-resident - $50 for a course with eight or fewer meetings

If a course has four or fewer students, in-state - $45
Non-resident - $90

Independent studies:
In-state - $60
Non-resident - $120 when CCV provides the instructor

In-state - $15
Non-resident - $30 when developed and initiated by the student

F. Financial Data:

Budget for fiscal year 1976 - $626,588
Revenue include primarily state appropriation and tuition.

G. Recognition and Accreditation:

CCV is accredited by the New England Association of Schools and Colleges.

II. Nontraditional Characteristics

A. Definition of Nontraditional Learning:

An academic program which makes it possible for people to continue their education--people who might have been discouraged in the past by high tuition costs, distance from campuses, family or job responsibilities, and limited admission policies.

B. Characteristics of Nontraditional Program:

1. Purpose -

CCV offers educational services to Vermont residents, organizations and communities which are unable to take advantage of other continuing educational opportunities.

2. Curriculum and Faculty -

The College offers students a unique opportunity to design their own learning program leading to the Associate Degree. On a framework of 10 broad "areas of competence" students identify what they have learned from life experience as a basis for a plan to help them accomplish their own educational, personal, or occupational goal. The 10 areas of competence are: self-awareness, cultural awareness, interpersonal relationships, manual and physical competence, analytical competence, communication, community relations, creative competence, relationship with the environment, and knowledge. The College offers programs in three major areas: human services, administrative services, and general studies.

All course leaders are selected on the basis of demonstrated competence in a related field. Basically, the college pays $15 per two-three hour session. There are no other monetary benefits.

3. Delivery System -

   (a) Time/space requirements

   CCV is "competence based" not "credit based." The emphasis is placed on what the student has learned rather than on the time required to learn. However, most classes meet for two to three hours a week for 15 weeks. There is no residency requirement.

   (b) Independent study utilization

   The term incorporates a wide range of non-formal learning experiences from on-the-job training to special research papers with a reader to apprenticeships to volunteer work. All independent studies are planned and evaluated in the same way as are other courses.

   (c) External nature

   Through the field offices located throughout the state, the College brings a wide range of educational activities into Vermont communities.

   (d) Media utilization

   CCV has coordinated instructional support for several educational television offerings.

   (e) Other

   The educational contract is fundamental to CCV's approach to competence based education. It provides a form through which students identify and prove their competence. The contract melds the learning responsibilities of the College with the unique interests and abilities of the student.

4. Methods for Learning -

   Workshops, classes, field trips, independent study, and other forms of learning are designed around the individual needs of the student.

5. Admissions Requirements -

   CCV's admission policy is one of open admission. The College is open to any resident of the state regardless of age, financial situation, geographic location, or previous educational experience.

6. Completion Requirements -

The degree is granted upon evidence of attainment of a specified number of goals and that the student is as competent as necessary in the 10 broad areas which the college believes are the fundamental characteristics of any functioning adult.

7. Advanced Standing -

(a) Credit by examination

The College Level Examination Program is available through CCV for validating previously gained competence.

(b) Experiential learning

CCV recognizes learnings that have occured in prior work or life experience if such learning is identified and documented as part of the normal degree contract. Students translate prior learnings into statements of competence, not credits.

(c) Transfer credit

Not applicable

8. Advising and Counseling -

Community College of Vermont counselors are available at each of the field offices to assist students in all aspects of planning and carrying out their educational programs.

9. Learning Resources -

The Community College of Vermont has no library of its own; the public libraries, assisted by the State Department of Libraries, act as the College's library. The College has concentrated on the development of a resource system rather than a library. The objective of the resource system is to deliver the materials and equipment needed by students to pursue their learning effectively. Included in this rather broad category are: library materials, human resources, tools and laboratory equipment, audio-visual materials and equipment, materials purchased by the student, and special equipment required for a specialized area of study.

10. Evaluation Systems -

(a) Student progress

CCV uses evaluation as an integral part of the learning process. The students are involved in determining outcomes and evaluation criteria at the beginning of the experience. Teachers are encouraged to maintain regular evaluations during the class and at the end both students and teachers share in the development of narrative evaluation statements keyed to the initial objective. Also, local review committees of community people work closely with each student to guide and validate the candidates' learning.

(b) Program

Regular course offerings are under constant review since they are made only on the basis of student demand. Every student is asked to write an evaluation of the course itself with recommendations for changes.

11. Costs -

(a) Tuition and fees

See Section I., Part E.

(b) Program costs

See Section I., Part F.

C. Recognition and Accreditation:

See Section I., Part G.

GODDARD COLLEGE (New England Association)
Plainfield, Vermont 05667

I. Institutional Characteristics - General

A. Purpose:

Learning through doing is at the base of the Goddard purpose. The aim is to help students behave more intelligently and assume increasing responsibility for the consequences of their actions.

B. Sponsorship:

An independent, private college with a Board of Trustees as the governing body.

C. Size:

As of 1977-78:

Total enrollment (FTE) 1,523
Faculty, all programs (FTE) 94 Figure does not include tutor-consultants for each of the 400 graduate students.

D. Degrees Offered:

Bachelor of Arts
Master of Arts
Master of Fine Arts

E. Costs:

		Effective
Adult Degree Program	$1,200 per semester	9/1/78
Goddard-Cambridge Proj. Studies	2,700 per year	10/1/78
Goddard-Cambridge Self-Initiated Studies	2,900 per year	1/1/79
Goddard-Experimental Program in Future Education	1,070 per semester*	9/1/78
Graduate Program	2,900 per year	1/1/79
Master of Fine Arts Program	1,385 per semester*	1/1/79
Resident Undergraduate Program	3,100 per resident summer term*	9/1/78
	800 per non-resident term	"

Cost (continued)		Effective
Program in Integral Education	$2,400 per resident summer term*	6/1/79
	1,600 per non-resident term	9/1/78
For special & summer programs	Write for information	

*Comprehensive fee includes tuition, room and board.

F. Financial Data:

Fiscal year 1976-77:

Income -	$5,903,053
Expenditures -	5,579,549

G. Recognition and Accreditation:

Goddard College is accredited by the New England Association of Schools and Colleges.

II. Nontraditional Characteristics

A. Definition of Nontraditional Learning:

Curriculum is conceived of as the activities a student, operating as an adult, plans and carries out to learn what he needs to learn. Learning is through the reconstruction of need-meeting experiences, usually in dialogue between teacher and student. The experiences are understood as not limited to campus activities nor to verbal exercises, but always involve search and test.

B. Characteristics of Nontraditional Program(s):

1. Purpose of Program

The role of the College is to create situations (or direct students to them as they exist elsewhere) in which active learning can or must occur, and then to help the students carry it on. This learning activity involves doing something about one's needs and interests, and occurs as one works to understand and overcome problems and obstacles.

2. Curriculum and Faculty

The Goddard curriculum involves studies drawing on the humanities, the arts, the life sciences, and the social studies. Work is often interdisciplinary, focused on social and cultural problems or issues. Teacher preparation and social ecology are among undergraduate specialties; art therapy, learning disabilities, and creative writing are among graduate specialities.

Faculty teaching loads vary with the specific programs. In the resident undergraduate program a full-time faculty member is expected to teach two or three five-hour courses each semester. A core faculty member in the adult degree program is expected to supervise an average of nine students in each of three groups starting their six month studies each half year. Every core faculty member is also asked to present a short course in each residency in which he or she is supervising students. In the Goddard graduate program each core faculty member is expected to carry a full load of 35 students. In the Goddard experimental program in further education, faculty members are responsible for planning and operating the weekend workshops held every three weeks. During these weekend workshops each faculty member teaches two courses and meets briefly with each student of a group of 20 whose work he or she supervises.

3. Delivery System

(a) Time/Space Requirements

The resident undergraduate program operates on a typical undergraduate calendar, fall and spring semesters. In the adult degree program, the six month terms begin at twelve different times in the year with 12 day resident periods during which students plan independent study. In the Goddard experimental program in further education (GEPFE) students come together at GEPFE centers for weekend workshops scheduled every three weeks to take courses. In the Goddard graduate program, requirements for residence or attendance at seminars and other meetings vary from program to program. In the Goddard MFA writing program, there are two-week residence periods every six months. Minimum time to earn the master of arts degree through the summer based degree programs is 18 months.

(b) Independent Study Utilization

Independent study is a primary part of the adult degree program, the Goddard experimental program in further education, the Goddard graduate program, and the Goddard MFA writing program and is also available in the Resident Undergraduate Program.

(c) External Nature

The GEPFE program has a center in Washington, D. C. The Goddard graduate programs are highly external in nature being offered to students throughout the United States, Canada, the Caribbean, and Europe. The Adult Degree Program is an external degree program except for the 12-day residencies every six months and serves students throughout the world.

(d) Media Utilization

The use of media is appropriate whenever applicable to a specific program. Studies in media are available in all programs.

4. Methods for Learning

Learning methods vary depending upon the specific Goddard program, however, they do include group courses, independent studies, studio and workshop activities, off-campus field service work, foreign study-travel, internships, short courses, and seminars.

5. Admissions Requirements

Admission to the resident undergraduate program is based upon the following kinds of information; (a) application forms which ask searching questions; (b) three letters of recommendation; (c) SAT or ACT test scores; (d) official transcript from each secondary school attended.

There are no specific admissions requirements for the adult degree program except that the applicant must be at least 21 years of age. An open admission policy is used in the GEPFE program. Admission into the Goddard graduate program requires biographical materials, "A draft of a good study plan," three recommendations, and college transcripts. The Goddard MFA writing program requires a bachelor's degree and demonstrated talent for writing. Persons are admitted to the summer programs on the basis of interest, commitment, experience, information, or skill.

6. Completion Requirements

To earn the Bachelor of Arts degree in the resident undergraduate program, a student must complete 8 terms of study. After being admitted to candidacy a student must complete a major independent senior study. In the adult degree program the work in the final semester is considered a culmination-demonstration of a student's undergraduate education. The supervisor of the final semester of study nominates a student for graduation to the ADP faculty. GEPFE graduation requirements are similar. Completion requirements in the Goddard graduate programs vary depending upon the specific program. Minimum requirements for the degree in the MFA writing program are: (a) full participation in four resident periods; (b) successful completion of three semester study projects; (c) public reading of an original work; (d) preparation of a substantial analytical paper; (e) broad reading in literature; (f) study with at least two of the program's writer-teachers. Graduation from special summer programs at both the graduate and undergraduate level include the completion of one large scale independent study resulting in the product of a certain magnitude. At the graduate level students must be able to demonstrate ability to meet professional standards and work as a professional and meet any other requirements of the degree program.

7. Advanced Standing

   (a) Credit by examination

   The College Level Examination Program general tests are used in granting some advanced standing in the ADP and GEPFE.

   (b) Transfer credit

   Transfer credit is available in most of the Goddard undergraduate programs, but no more than 75 semester hours may be transferred.

8. Advising and Counseling

   Advising and counseling are primarily handled by the faculty.

9. Learning Resources

   Goddard College library serves as a learning resource center with 66,000 volumes as of 1978.

10. Evaluation Systems

    (a) Student progress

    In the resident undergraduate program, student work is reviewed by a counseling review group of four or five faculty and staff members on a weekly basis. The discussion is ongoing and is summed up in a formal review at the end of each year. In the adult degree program there are periodic reviews by a faculty committee, and the work accomplished each semester is judged as successfully completed or not completed. In the GEPFE a student writes a report on the various activities he has taken part in at the end of each weekend in residency. At the end of the semester, in each of the programs, a student writes a thorough evaluative report about all of his work and faculty review each student's work to determine whether the term has been successfully completed. The graduate program's core faculty monitors progress through the various stages of study to be sure that adequate background study is done and to help students recognize when it is appropriate to begin work on the final project. In the summer based programs the faculty again are the primary evaluators.

(b) Program

Faculty carry on periodic Program Evaluations in faculty conferences and retreats, quarterly for GEPFE and the Graduate Program, semi-annually for the Adult Degree Program and the Resident Undergraduate Program, and at the opening and close of the summer term for summer programs. A Director of Evaluations is available to help.

C. Recognition/Accreditation

See Section I., Part G.

SIMON'S ROCK EARLY COLLEGE

(New England Association)

Great Barrington, Massachusetts 01230

I. Institutional Characteristics - General

A. Purpose:

Simon's Rock is a four-year liberal arts college designed for students who have completed the tenth or eleventh grade of secondary school, normally at sixteen or seventeen years of age. It provides these students with an opportunity to avoid the usual repetition of course work in the last two years of secondary school and the first two of college. By introducing younger students to the breadth of curriculum typical of a good collegiate program, the new breadth of interest found in today's young people is accommodated. At the same time the College endeavors to maintain an environment characterized by the genuine concern of faculty and administration for the welfare of students at the critical age of 16 to 20 as they move into adulthood. Advising and teaching are thus equally important. The educational program is that of the liberal arts.

B. Sponsorship:

Simon's Rock is a private, non-profit institution controlled by an independent, self-perpetuating board of trustees.

C. Size:

Students 250 Faculty 34

D. Degrees Offered:

Associate in Arts
Bachelor of Arts

E. Costs (Tuition and Fees):

	Resident	Day
Tuition (1978-79)	$4,100.00	$4,100.00
Room (Regular Dorms)	800.00	
Room (Foster House)	900.00	
Board	800.00	
Damage Deposit	50.00	
I.D. Fee	5.00	5.00
Insurance & Infirmary Fee	70.00	65.00
(Activities Fee)	(50.00)	(50.00)

Costs are payable in an advance installment (March 15) and two additional installments (August 1 and December 1).

F. Financial Data

Extensive grant support has enabled the institution to survive. Around $793,000 exists in restricted and unrestricted investments (not including plant fund). The 1976-77 expenditures were $1,736,552. There was a surplus of $105,000 in 1976-77.

G. Recognition and Accreditation

Board of Higher Education of Massachusetts granted authority to award A.A. degree in 1966, B.A. degree in 1974.

The A.A. degree level accredited by the New England Association of Schools and Colleges in 1974; accredited in December, 1976 at the B.A. degree level.

II. Nontraditional Characteristics

A. Definition of Nontraditional Learning

See Section I, Purpose

B. Characteristics of Nontraditional Programs

1. Purpose of Program

See Section I.

2. Curriculum and Faculty

The curriculum has an interdisciplinary focus in order to relate to the needs and knowledge levels of younger students. Major concentrations are available in the following interdisciplinary fields: Arts and Aesthetics; Literary Studies; Environmental Studies; Intercultural Studies; Pre-Medical Studies; and Social Science. The faculty is selected for their teaching and advising ability, and for their capacity to relate to the 16-20 age group. There is a full-time staff who live near and on the campus (some in dormitories).

3. Delivery System

(a) Residency requirements include two years for the A.A. and four years for the B.A. Standard load is four or five courses per semester.

(b) Independent study is available to qualified and interested students.

(c) External programs exist for purposes of enriching programs and career development. No student may use off-campus credits for more than 20 percent of his degree total, however.

(d) Media used are the standard range for a residential liberal arts college.

4. Methods of Instruction

The standard lecture, seminar, discussion, individual advising and independent study modes are used. Some field experiences are available.

5. Admissions Requirements

Admissions decisions are individually based, and admissions is open to anyone who has completed at least the tenth grade, who will be 16 years old at enrollment, and who can complete all degree requirements by their 21st birthday. Transcripts, test scores (the usual plus the SAT and the PSAT are acceptable), recommendations and an interview are used in the admissions procedure.

6. Completion Requirements

For the A.A. degree the credit hour requirements is 68. For the B.A. degree the hour requirement is 132. Universal requirements are one 100-level English course, another 100-level course each Freshman semester, the New Student Seminar, and six semester hours in each division as a distribution requirement. B.A. students must select and complete one major program, write a thesis, attend a senior seminar, and pass an oral and written examination. The thesis and the examination are evaluated partly by outside examiners.

7. Advanced Standing Processes

None.

8. Advising and Counseling

All students receive intensive and extensive advising opportunities. Group and individual counseling is organized through the office of the Dean of Students. Resident faculty (faculty who live on campus) and resident assistants are involved in both advising and counseling. The regular faculty are responsible for academic advising. A career development office exists which also handles off-campus field experience.

9. Learning Resources

The complete facilities of a traditional liberal arts college are available, including laboratories, and a library of 42,000 volumes.

10. Evaluation

Evaluation takes place through a letter-grade system similar to that used in other traditional programs. One course may be taken pass/fail for every 14 hours taken in a given semester. Students must maintain a 1.8 GPA their first year, a 1.8 GPA every semester thereafter, and a 2.0 GPA cumulatively.

11. Costs

See the listing previously given.

C. Recognition and Accreditation

New England Association of Schools and Colleges. Board of Higher Education of the Commonwealth of Massachusetts.

THE CONNECTICUT BOARD FOR STATE ACADEMIC AWARDS (New England Association)
Hartford, Connecticut 06115

I. Institutional Characteristics - General

A. Purpose:

The Connecticut Board for State Academic Awards functions as a college. It is the Board's objective to enable independent learners to earn an academic degree based on a foundation of achievement in the arts and sciences.

B. Sponsorship

The Connecticut Board of State Academic Awards is a unit of the State System of Higher Education.

C. Size:

A total of 310 degrees have been awarded by the Board.

The Faculty of Consulting Examiners is made up of 13 persons.

D. Degrees Offered:

Bachelor of Arts
Bachelor of Science
Associate in Arts
Associate in Science

E. Costs:

The total cost for a degree will vary with each candidate.

Enrollment	$ 50.00
Out of state residence	100.00
Baccalaureate Program Evaluation	100.00
Records maintenance	25.00
Graduation	25.00

Fees for standing examinations range upward from $20.00.

F. Financial Data:

Unavailable.

G. Recognition/Accreditation:

The Board is accredited by the Connecticut Commission for Higher Education and is a Candadate for Accreditation with the New England Association of Schools and Colleges.

II. Nontraditional Characteristics

A. Definition of Nontraditional Learning:

Students are completely independent proceeding at their own pace in fulfilling requirements. Credit is awarded on the basis of tests and evaluation of performance.

B. Characteristics of Nontraditional Program(s):

1. Purpose

See Section I, Part A.

2. Curriculum/Faculty

Subject matter areas include humanities, social sciences, mathematics, natural sciences, and various occupational and technological subjects.

The Faculty of Consulting Examiners is comprised of various faculty and administrators from other institutions. The faculty evaluates the condidate's record of academic achievements of the previously approved program of credits.

3. Delivery Systems

(a) Time/Space Requirements - Residency

There are no time or residency requirements.

(b) Independent Study Utilization

All courses are considered independent study.

(c) External Nature

Because students do not attend classes, they are identified as external students.

4. Methods of Learning/Instruction

All instruction is through independent study.

5. Admissions Requirements

There are no admission requirements as enrollment is open to anyone who feels able to demonstrate college-level achievement regardless of age, sex, race, creed, citizenship, residence, or level of formal education.

6. Completion Requirements - Awarding of Credits

Equivalent of four years of college credit, that is, a minimum of 120 semester credits. At least half must be in the category of the arts and sciences.

An advanced program or concentration of credits, that is, evidence of a significant achievement in depth and breadth of learning at the advanced level. Normally this consists of an approved program of 36 credits in an identified area or one that is otherwise meaningful and coherent.

Distribution of studies in the three areas of arts and sciences.

Readiness for further study, that is, a demonstration of present readiness to pursue studies at the graduate level as evidenced by recent performance in advanced studies.

A 2.0 ("C") average for all credits exclusive of those graded "Pass."

7. Advanced Standing Processes

(a) Credit by Examination

A degree may be earned entirely by passing examinations, including CLEP, ACTPEP, UPFT, DANTES, and GREADV, and individual special examinations.

(b) Experiential Learning

Credit for experiential learning is only available through examination.

(c) Transfer Credit

Credits earned from courses taken at a college or university may be applied toward the requirement of the degree program.

(d) Other

Credit may be granted credit and advanced standing for achievements acquired through military service.

College credit is also available through correspondence instruction.

8. Advising and Counseling

Persons considering enrollment should first discuss their plans with a counselor, a staff adviser, or one of the Board's regional coordinators.

9. Learning Resources

No learning resources are provided by the Board since all instruction is independent study.

10. Evaluation Systems

In all college courses and/or proficiency examinations for which a letter grade or the equivalent is assigned, a cumulative grade point average of "2.0" or better on a 4.0 scale with no grade below "D" is required. All Pass-Fail courses must include a grade of "Pass."

11. Costs

(a) Tuition and Fees

See Section I, Part E.

(b) Program Costs

This information was not available.

C. Recognition/Accreditation

See Section I, Part G.

THE SCHOOL OF CONTINUING STUDIES (New England Association)
Durham, New Hampshire 03824

I. Institutional Characteristics - General

A. Purpose:

The purpose of the School of Continuing Studies is to coordinate and expand the educational services provided by the University of New Hampshire system thereby increasing the variety and availability of educational options throughout the state.

B. Sponsorship:

The school is a distinct organization within the University System of New Hampshire with the Board of Trustees of the University System serving as the governing board of the school.

C. Size:

Students: 500 (total); 55 (N.T.); Graduates: 400 (total); 50 (N.T.)
Faculty: 150

D. Degrees Offered:

Associate in Arts degree
Bachelor of General Studies

E. Costs:

Tuition charges vary from learner to learner but a cost of $1900 for two years for competency-based option is charged. There is also a charge of $35 per credit hour per course.

F. Financial Data:

The school received its first legislative support from the State of New Hampshire for the two fiscal years beginning July 1, 1975 which provides a solid base of financial support for the school's operation. Other forms of support are through the reallocation of university funds, income from course registration, conference and institute fees and through a Spaulding-Potter Community Services Grant.

G. Recognition and Accreditation:

The School of Continuing Studies is a Candidate for Accreditation with the New England Association of Schools and Colleges.

II. Nontraditional Characteristics

A. Definition of Nontraditional Learning:

The BGS competency-based option is an alternate route for adults to continue their undergraduate studies. It is geared specifically to adults who could not return to full-time on-campus study, yet, want to complete their baccalaureate degrees. Varying in age and occupations, interests, and career goals, the learners possess an ability to study independently, to assess valid learning experiences, and to demonstrate acquired skills.

B. Characteristics of Nontraditional Program:

1. Purpose -

The program attempts to mesh the degree pursuit with the learner's every day life; and to provide an individually planned structure or framework for those who have not fit into traditionally prescribed college programs.

2. Curriculum and Faculty -

Programs of study are tailored to the skills and interests of each learner. The programs require flexibility in the formats of learning; in the assessment of prior, non-formal learning experiences; in the establishment of new forms of independent study; and in the acceptance of equivalency examinations. There are some specific areas in which a degree may be earned which are: the associate degree in child development; and the BGS degree in management and school health and, of course, a self-designed program.

Faculty who provide instruction in the School of Continuing Studies are primarily drawn from the university system institutions. Faculty members of other colleges and qualified citizens in communities of the state are encouraged to accept teaching assignments providing the school with instructional resources in areas where regular faculty are not available. The learner and an assigned advisor who has particular competence in the selected area of specialization work together in the development of a program of study.

3. Delivery System -

(a) Time/space requirements

External degree learners need to allow two full years to complete their programs; however, the time element is flexible and not based on regular college semester timetables. The speed with which a learner progresses through the program is determined largely by the motivation and time the learner is willing and able to spend. Time commitments of the faculty sponosor also help determine the number of months required to complete requirements and reach goals.

(b) Independent study utilization

Independent study is very much a part of the external degree program.

(c) External nature

The School of Continuing Studies can offer credit and non-credit courses, seminars, workshops, institutes, and conferences at both the graduate and undergraduate levels throughout New Hampshire except in areas where the institutions and branches in those communities have primary responsibility for continuing education programs.

(d) Media utilization

Information unavailable

(e) Other

Learning contracts are developed to define and describe a particular amount of work to be conducted by the learner for a negotiated amount of credit. The contracts are written agreements or commitments between the learner and a faculty member. The contract contains four elements: (1) statement of the learner's goals for the particular learning experience; (2) methods by which the learner aims to accomplish these goals; (3) evaluation measures to be employed in assessing this achievement; and (4) the amount of credit to be awarded the learner as a result of of the achievement.

4. Methods for Learning -

In addition to independent study mentioned previously, other forms of learning include courses by newspaper, traditional course work experience, independent study, and other innovative learning experiences.

5. Admissions Requirement -

The Associate in Arts degree program is open to all high school graduates or to those who hold a high school equivalency certificate. Applicants who have not earned a high school equivalency certificate must have a minimum of two years of high school or the equivalent.

Admission requirements for the Bachelor of General Studies degree are: (a) at least two years of full-time work experience following secondary school; (b) completion of at least 60 semester hours from anyone of the following or an acceptable combination of (1) graduation from a junior/community college, vocational institute, hospital school of nursing, or similar program involving the equivalent of at least two years of full-time study beyond high school, a maximum of 64 semester hours may be awarded for this type of preparation, (2) completion of at least 60 semester hours of credit at an accredited college or university; (3) completion of an associate degree program in the university system; (4) completion of at least 60 semester hours of credit achieved through a combination of approved college level examination programs.

6. Completion Requirements -

Associate in Arts degree:
(1) the completion of 64 credit hours with a minimum grade point average of 2.0 on a 4.0 scale;
(2) the completion of distribution requirements as follows:
    (a) a minimum of 12 credit hours of science and/or mathematics;
    (b) a minimum of 12 credit hours of humanities;
    (c) a minimum of 12 credit hours of social science;
(3) the last 16 hours of credit must be completed in the university system of New Hampshire unless permission is granted to transfer part of this work from another institution.

Bachelor of General Studies degree:
(1) the completion of a minimum of 124 credits including pre-admission credits, 60 of which must be academic credits from an accredited college and/or university with a minimum grade point average of 2.0 based on a 4.0 scale;

(2) the completion of distribution requirements as follows:
    (a) a minimum of 15 credits in the sciences and/or mathematics;
    (b) a minimum of 15 credits in humanities;
    (c) a minimum of 15 credits in social science;

(3) the completion of at least 30 credits of the last 60 credits within the university system under the supervision of a UNH system faculty advisor or an advisor approved by the appropriate academic unit;

(4) the completion of at least 30 credits in an approved area of specialized study leading to a specific educational goal but not necessarily within any one department, divition, school, or college. The number of these credits which must be completed within the UNH system will be determined by the candidate's faculty advisor.

7. Advanced Standing -

(a) Credit by examination

Credit may be earned through the College Level Examination Program.

(b) Experiential learning

The recognition of non-formal learning and the assessment process are central and critical ingredients of the program. The assessment process demands intense work between a learner and a sponsor who together describe, analyze, and categorize specific learning experiences. A report which describes these experiences and knowledge gained through them is presented to an assessment team consisting of the learner, sponsor, and university system faculty. Appropriate credits are assigned and are based on the analysis of the assessment report and the learner's ability to demonstrate achieved competence.

(c) Transfer credit

Educational experience from accredited colleges and universities as well as credit from military training may be transferred.

8. Advising and Counseling -

   Each learner works with an advisor who has a third knowledge of the area of specialization elected by the learner and proven competence in working with mature individuals. These faculty sponsors are generally a member of the faculty from one of the university system of New Hampshire campuses.

9. Learning Resources -

   The faculty participating in the students' program help to identify and locate additional resources for the student.

10. Evaluation System -

    (a) Student progress

    Students are assessed on the basis of skills, competence, and knowledge. These are assessed on a competency level, not on grades. Descriptions and evaluative comments are developed for each experience completed within the program itself. As credits are assigned and accumulated, they are built into a portfolio which is a record of all learning experiences in the program and serves as a profile for the past experiences and the growth through the degree process. A system-wide faculty advisory group provides guidance for the school's programs and encourages the participation of faculty in the development of innovative programs that reach out into the state. Yearly the internal staff completes an annual report on the program.

11. Costs -

    (a) Tuition and fees

    See Section I., Part E.

    (b) Program costs

    See Section I., Part F.

C. Recognition and Accreditation:

See Section I., Part G.

THE SCHOOL FOR INTERNATIONAL TRAINING (New England Association)
Brattleboro, Vermont 05301

I. Institutional Characteristics - General

A. Purpose:

Committed to the cause of international peace and cross-cultural understanding, S.I.T. has evolved a ten-point philosophical orientation: (1) close student-faculty interaction; (2) a multinational learning environment; (3) immersion in a foreign culture as part of education; (4) linguistic competencies; (5) flexibility for individual needs; (6) specialists in control of various programs; (7) interrelated and mutually supportive curricula; (8) administration in dialogue with faculty and students; (9) facilities are less important than people and environment; and (10) a student's desire is the primary learning motivation. The training of intercultural specialists must involve campus and field experiences, and S.I.T. is organized to provide these at both undergraduate and graduate levels.

B. Sponsorship:

Owned and created by the Experiment in International Living, Inc., S.I.T. is a private, non-profit institution.

C. Size:

Students 298 (full-time) Faculty 44 (full-time)
215 (part-time) 7 (part-time)

D. Degrees Offered:

Bachelor of International Studies
Master of Arts in Teaching
Master of International Administration

E. Costs:

M.A.T. Tuition	$3,270.00	(year)
Room and Board	1,105.00	"
Double Major Surcharge	100.00	
Bilingual-Bicultural Education Fee	250.00	
Miscellaneous (summer/winter room and board, transportation to student teaching sites)	350.00	

M.I.S. Tuition	$3,023.75	
International Travel Fee	970.00	
Room and Board (campus residency)	956.25	(year)
Health and Accident Insurance	115.00	

B.I.S. Tuition (junior year)	$3,092.50
B.I.S. Tuition (senior year)	2,860.50
B.I.S. Room and Board (junior year)	807.50
B.I.S. Room and Board (senior year)	637.50
Off-Campus Term Cost (est.)	1,500.00

A $25.00 Application Fee is universally required.

F. Financial Data:

Total current fund revenues	$2,021,460.00
Total educational and general expenditures	1,741,376.00
Auxiliary enterprises	389,154.00
Book value on physical plant and equipment	2,601,841.00
Current balance on all mortgages on physical plant	782,198.00
Interest payments on mortgages	58,306.00
Book value of endowment	403,085.00

G. Recognition and Accreditation:

Recognized by the Vermont State Department of Education with authority to award undergraduate and graduate degrees.

Accredited at both undergraduate and graduate levels by the New England Association of Schools and Colleges since 1974.

II. Nontraditional Characteristics

A. Definition of Nontraditional Learning:

See statement of purpose.

B. Characteristics of Nontraditional Programs:

I. Purpose of Program

See statement of purpose.

2. Curriculum and Faculty

The curriculum for each program is a combination of standard courses and sequenced instruction plus independent and experiential activities geared to the individual student's goals. M.A.T. programs are offered in the teaching of English as a second language, French, Spanish, and bilingual-bicultural education. The programs for M.I.A. and B.I.S. degrees are largely individually structured. At the B.I.S. level the program is called World Issues and involves four areas of general concentration: ecology and environment; economic and social development; peace studies and conflict resolution; and population and family planning. The M.I.S. program has no set areas for concentration. Faculty are composed of three types: full-time and part-time staff at Brattleboro; Brattleboro staff responsible for leading overseas experiences; and F.I.L. staff on location throughout the world who receive S.I.T. students. All of the staff are former professionals with international or governmental organizations, and most are qualified academically (M.A. or Ph.D.).

3. Delivery Systems

(a) Residency requirements are two years for the B.I.S. and one year or the equivalent for master's programs. Non-degree students have no residency requirements. Language proficiency may affect time in residence.

(b) Independent study is heavily relied upon after core material is mastered. Most overseas activities are planned as independent study.

(c) External degrees as such are not offered, but up to half of a given program may take place outside Brattleboro.

(d) All traditional media are used, with linguistic skills media receiving great emphasis.

4. Methods of Instruction

Lectures, seminars, language drills, discussion groups, tutorials, and correspondence (overseas) are used. The international student body is encouraged to make such campus activity a learning experience.

5. Admissions Requirements

Graduates of two-year programs and transfers are accepted for the B.I.S. Equivalent experiential credit may be given to permit junior-level entry for foreign students, adult learners, and non-degree students. Applications and a personal interview are required. A bachelor's degree or the equivalent, plus an application and interview, are required at the master's level.

6. Completion Requirements

   Overseas or internationally-related internships are required in all programs following the initial work in Brattleboro. Credit for all programs, courses, and activities is awarded by S.I.T. after evaluation. No specific requirements or grading policies are spelled out in the available literature, except for curricula distribution requirements. Upon completion of an internship or overseas experience, students return to S.I.T. for seminar work and to be evaluated by the home faculty.

7. Advanced Standing Processes

   (a) Credit by examination is offered in all programs. Language proficiency is guaged by the Foreign Service Institute rating scale.

   (b) Experiential learning credit is expected in all programs and evaluated upon completion.

   (c) Transfer credit is accepted at the B.I.S. level and to a lesser extent in other programs.

8. Advising and Counseling

   In addition to academic advising there are foreign student advisors, a health service with a physician, and advisors responsible for placement and locating overseas and off-campus opportunities.

9. Learning Resources

   As stated in previous sections, plus a library and the normal classroom and residential facilities.

10. Evaluation Systems

    Evaluation is by faculty committees responsible for each program and area concentration. A pass-fail grading system is used; however, students who make such requests in advance are given letter grades rather than pass-fail. Evaluation is a continuing process aimed at keeping each student fully informed of progress, areas needing special attention, and frequent staff-student consultation.

11. Costs

    See previous section.

C. Recognition and Accreditation:

See previous section.

VERMONT INSTITUTE OF COMMUNITY INVOLVEMENT (New England Association)

Burlington, Vermont 05401

I. Institutional Characteristics - General

A. Purpose

"The Vermont institute of Community Involvement was established in 1972 as an institution of higher education. Our goal is to help people grow both as individuals and as members of their community. For all learners, we encourage fulfillment through broad exploration in the fields of knowledge, and personal responsibility in the learning environment. We value open communication and the involvement of each individual. To keep our services financially accessible, we practice thrift and share community resources. We see learning as an integral part of living, and education as an integral part of community growth."

B. Sponsorship:

VICI is a private, nonprofit institution governed by a self-perpetuating board of trustees, a body which includes students and faculty and which functions as a regular institutional committee. The president, who was the founder, retains a major governmental influence in VICI life.

C. Size:

Students 90 (approx.) Faculty Full-time 0
Faculty Part-time 30 (approx.)

D. Degrees Offered:

Associate in Arts
Bachelor of Arts

VICI has Candidate status with the NEASC and is certified by the State of Vermont to offer the A.A. and the B.A. degree.

E. Costs (Tuition and Fees):

Associate in Arts program - Tuition	$70 per credit hour (As of fall of 1978)
Independent Study	$35 per credit hour
Audit	$30 per credit hour

A full-time load of 12 hours in the fall and spring plus 6 hours in the summer or of 15 hours, fall and spring, would equal $2,100.00 per year. Fees include admission, $10.00, and and late registration, $10.00. Bachelor of Arts program, self-designed, Tuition, $1,550.00 (year). Noogenesis, $2,100.00 (not including summer activities). Fees include admission, $25.00, first-term contract preparation and processing, $200.00, and residency week fee, $75.00. A library fee of $5.00 per year is charged in all programs. A workshop fee of $300.00 per year is charged in the B.A. program in Transpersonal Psychology (Noogenesis).

F. Financial Data:

Income in 1976 totalled $152,894.00. Of this, $3,860.00 was from outside donors and $70,521.00 was from outside grants and contracts, the remainder being generated from tuition and fees. VICI has run a deficit for each year of its operation for which there is data. In 1975, the last year of complete data, income was $58,967.00 and expenses were $59,241.00. Projected income for 1977 (at that time) was: income, $191,162.00; and expenses, $187,983.00, placing the finances in the black.

G. Recognition and Accreditation:

VICI was authorized to grant the A.A. degree in 1973 by the Vermont Board of Education, and in 1977 this same body authorized the granting of the B.A. degree.

VICI was accepted as a Candidate for Accreditation at the associate degree level by the New England Association of Colleges in 1974. No action has been taken to approve the B.A. program.

II. Nontraditional Characteristics

A. Definition of Nontraditional Learning:

The same as the purpose statement in I.

B. Characteristics of Nontraditional Programs:

1. The goals and objectives are the five core goals as follows:

Community Involvement--To be active in projects or programs which are integral to one's academic growth and which relate to community development and/or societal change.

Diversification--To vary learning experiences in order to increase an awareness of options in dealing with problems and goals.

Self-Directed Learning--To evidence self-reliance through the capacity to initiate learning activities and the ability to comprehend and analyze information.

Communications--To conceptualize and communicate ideas and aspirations through oral, written and/or other art forms.

Self-Identity--To demonstrate a commitment to a clarification of relationships and responsibilities to oneself, other individuals, and society.

2. Curriculum and Faculty

The curriculum is composed of both course offerings and individually design study. Some courses are listed in the catalog and are apparently taught regularly, and these courses relate to the A.A. program. One B.A. program is composed entirely of independent study and learning experiences.

The faculty consists of adjunct faculty who offer courses, direct programs, and evaluate independent study. There are 9 full and part-time administrative staff. All instruction is provided on an adjunct, contractual basis.

3. Delivery System

(a) There is no residency requirement for the A.A. except that 15 hours of work, over at least two semesters, must be taken at VICI. The only residency for the B.A. is a week-long orientation period at VICI used for counseling and planning and a 9-month involvement in the program. No degree time limits exist.

(b) Independent study is encouraged in all programs and is the entire delivery system for one B.A. program.

(c) Most independent study plans and some VICI planned A.A. programs make use of external work and facilities. Indeed, VICI has no campus as such, although courses are usually taught at regularly donated facilities in Burlington.

(d) Media utilization involves whatever is available or required for courses or study plans. A small book collection exists, and students have access to the town library and may obtain access to nearby institutional libraries. (VICI now has a contractual arrangement with the municipal library which houses VICI bought books.)

4. Methods of Instruction

   Courses are conducted on a discussion format. Independent study is self-taught with faculty available to counsel and otherwise assist students throughout each phase of a learning experience. Weekly tutorials in a variety of subjects are also available as a modified independent study option, these being arranged between instructor and student. Self-designed B.A. students work from learning contracts drawn up during orientation which include personal goals, activities and projects needed, time-frame, and the five-person Evaluation Board members.

5. Admissions Requirements

   Open admissions for the A.A., requiring only a high school diploma, or the equivalent. B.A. admissions requires an A.A. or at least 60 hours which can include any pattern of study that can be documented and evaluated. The B.A. requirement is simply to fulfill the contract terms and meet with the Evaluation Board at the end of the program. (Monthly meetings with the Self-Designed faculty and students are also required.)

6. Completion Requirements

7. Advanced Standing

   (a) CLEP and Regents examinations are accepted, as are other standard credit examinations.

   (b) The State Colleges of Vermont offer an Assessment of Prior Learning program that is used by VICI to measure experiential learning.

   (c) Transfer credit is accepted from an accredited institution for work carrying at least a grade of C-.

8. Advising and counseling are available from any VICI staff, from Evaluation Board members, and by referral to agencies in the area in special cases. Financial aid and counseling are available.

9. Learning resources include the book collection, the Fletcher Free Library, and materials used for courses.

10. Evaluation System

Evaluation is the joint responsibility of student and faculty in all programs. Decisions concerning the awarding of credit to an individual student are made jointly by that student and the faculty member(s) concerned. Any contested credit decisions may be resolved by our Academic Policy Committee, which also reserves the right to accept or reject any written evaluation packets on the basis of inadequate quality. The purpose in requiring written vs. graded evaluations, and in sharing with the student the responsibility of awarding credit, is to build up in the student the skills of active (as opposed passive) learning.

11. Costs

The same as in I.

C. Recognition and Accreditation

The same as in I.

WASHINGTON COUNTY VOCATIONAL-TECHNICAL INSTITUTE (New England Association)

Calais, Maine 04619

I. Institutional Characteristics - General

A. Purpose:

WCVTI is a public vocational-technical institute whose purpose is to prepare students for responsible citizenship through job-related programs of study. WCVTI belives in the learn-by-doing approach to vocational education and its curriculum is balanced between classroom and field work job descriptions, but students also benefit from communications and personal finance courses, in addition to remedial work in language or mathematics skills. In order to accommodate the unique geographic problems of the Maine population, a dormitory living arrangement is available for students who need it.

B. Sponsorship:

Publicly controlled through the auspices of the Maine State Board of Education and its Department of Educational and Cultural Services. It is one of six postsecondary vocational-technical institutes in Maine.

C. Size:

Students 350 (full-time) Faculty 30 (full-time)

1,000 (part-time) 46 (part-time)

D. Degrees Offered:

None. Diplomas or certificates will be awarded upon completion of all requirements, but no title such as "Associate in ...." is used. Most of the programs prepare students to take state licensing examinations in some trade.

E. Costs:

In addition to a $5.00 application fee, the following costs are assessed to students:

Maine resident tuition	$175.00	(year)
Non-resident tuition	350.00	"
Housing	202.00	"
(Est.) books and supplies	75.00	"
Student activity fee	5.00	"

Refunds are available on a prorated plan, and no refunds are available after the fifth week of any semester.

F. Financial Data: (Not available.)

G. Recognition and Accreditation:

Established as a vocational-technical institute by the Maine State Board of Education in 1969

Accredited by the New England Association of Schools and Colleges in 1977.

III. Nontraditional Characteristics

A. Definition of Nontraditional Learning:

None, except that appearing in the general purpose.

B. Characteristics of Nontraditional Programs:

1. Purpose of Program

See statement of purpose.

2. Curriculum and Faculty

The curriculum is divided into twelve clearly defined professional tracks: automotive technology, boat-building technology, diesel service, electronic communications technology, plumbing, residential electricity, secretarial studies, welding, and wood harvesting technology. Each program is described and scheduled along a standard, traditional format.

The faculty are either trained professionals with experience in the area or craft they teach, or they are academically qualified (most at the master's level) to teach subjects like finance, business skills, English and mathematics.

3. Delivery System

(a) Most programs require one or two years of resident credit for completion. There is a summer session which can shorten the time required, depending on offerings.

(b) Independent study is not offered.

(c) External degree programs do not exist; however, adult education courses are offered in the evenings and all programs do involve off-campus experiences under professional supervision.

(d) All appropriate, traditional instructional media are used, with professional equipment and tools being the predominate devices.

4. Methods of Instruction

Lectures, laboratory sessions, apprenticeship supervision and field experience are the major instructional techniques.

5. Admissions Requirements

Secondary school graduation is required. The secondary transcript, an interview, and a completed application form are the three admissions tools. High school equivalency is recognized, and in exceptional circumstances other life experiences may be substituted.

6. Completion Requirements

The student's program may be completed and satisfactorily and reasonably on schedule. A strict policy against class absenteeism must be observed, and students are also evaluated on their personal growth by the faculty. Numerical grades are used, and a grade of 70 (average) in each course must be achieved in order to graduate.

7. Advanced Standing Processes

This would be handled individually. In the admissions process, high school equivalency, life experience and maturity are considered.

8. Advising and Counseling

Career, academic, and personal counseling are available.

Faculty who serve as class advisors, residence advisors (dormitories), and placement service supplement professional counselers' services.

9. Learning Resources

   All the equipment and facilities necessary for the school's programs is available, plus facilities for on-campus living, athletics, and a 4,000 volume library.

10. Evaluation Systems

    See completion requirements.

11. Costs

    Previously stated.

C. Recognition and Accreditation:

See previous section.

NORTH CENTRAL ASSOCIATION INSTITUTIONAL PROFILES

ALVERNO COLLEGE
3401 South 39th Street
Milwaukee, Wisconsin 53215

(North Central Association)

I. Institutional Characteristics - General

A. Purpose:

Alverno College defines its mission as to educate women within an accountable liberal arts framework that enables them to function effectively in their academic, personal, and professional lives.

B. Sponsorship:

Alverno College is a private college for women with a lay Board of Trustees as the governing board.

C. Size:

Students 583 (full-time)

250 (part-time)

For the 1976-77 academic year the instructional staff included 69 faculty members, 31 part-time instructional personnel and 3 clinical instructors.

D. Degrees Offered:

Bachelor of Arts
Bachelor of Music
Bachelor of Science in Education
Bachelor of Science in Medical Technology
Bachelor of Science in Nursing
Associate of Arts

E. Costs:

Tuition:
Full-time students 12-18 semester hours:

tuition and general fees per semester	$1,100.00
tuition and general fees per semester for nursing students during the years of clinical nursing courses	$1,200.00

Additional fee per semester for each hour more than 18	$ 90.00
Additional fee per semester for each semester hour more than 18 for nursing students	$100.00
Part-time students 1-11 semester hours: tuition per semester hour	$ 90.00
Tuition per semester hour for nursing	$100.00

F. Financial Data:

1975-76 -	Total current funds revenue	$2,554,442.00
	Total current funds expenditures	$2,802,643.00
	Indowment income	$ 474.00

G. Recognition and Accreditation:

North Central Association of Colleges and Secondary Schools
National Council for Accreditation of Teacher Education
Wisconsin State Department of Public Instruction
Council on Medical Education of the American Medical Association
Wisconsin Board of Nursing
National League for Nursing
National Association of Schools of Music

II. Nontraditional Characteristics

A. Definition of Nontraditional Learning:

A continuing education program which is aimed at helping adults realize a personal potential as well as their vocational and educational goals.

B. Characteristics of Nontraditional Program:

1. Purpose -

See Section I., Part A. and Section II., Part A.

2. Curriculum and Faculty -

The curriculum provides a setting within which the student participates in an integrated process focused on the development of abilities that are important for meaningful and effective living. These abilities may be summarized in eight areas of competence that are required outcomes for each student:
(a) effective communciations ability

(b) analytical ability
(c) problem solving ability
(d) facility and forming value judgments within the decision-making process
(e) effective social interaction
(f) understanding of individual/environment relationships
(g) understanding of the contemporary world
(h) educated responsiveness to the arts and humanities

The development of competence means an individually paced process in which the student makes use of multiple resources and multiple contacts. In addition, courses of study are in the arts and humanities, behavioral sciences, education, natural sciences, and mathematics, nursing, performing arts and communication.

Faculty responsibilities for student learning include: setting instructional goals, designing and implementing instructional strategies, and assessing student learning. The normal teaching assignment for full-time faculty is 12 semester hours or its equivalent. The major role of the faculty is in the advising process.

3. Delivery System -

(a) Time/space requirements

Alverno College offers degree programs through a Weekend College. The scheduling of courses are within the limited time frame which result in intensification and concentration of study. Semester hour load distinguishes a full-time student carrying 12 or more semester hours from the part-time student carrying less than 12.

(b) Independent study utilization

Because of the intensive, time-shortened nature of Weekend College, students function as self-directed learners.

(c) External nature

Not applicable

(d) Media utilization

Media presentations are provided by the Center for Instructional Communications.

4. Methods for Learning -

Text and library sources, media presentations, and live lectures provide input for learning. Laboratories, group tasks, and off-campus sessions provide practice. Instructors and other trained assessors provide evaluation and feedback. Alverno College does have an extensive off-campus experiential learning program.

5. Admissions Requirements -

(a) Graduation from an accredited high school or a GED
(b) Completion of the academic courses while in high school or later essential for college preparation
(c) RN nursing students must have graduated from a National League for Nursing approved school of nursing and be currently licensed
(d) Admission interview to determine whether a weekend study program is suitable for the applicant

6. Completion Requirements -

An Alverno degree is awarded when a student has completed a program of study which includes accomplishment in required areas of knowledge (including general education and major in supporting areas of concentration) integrated with achievement of required levels of competence in all the eight areas. The degree is based upon units (competence level units) achieved through demonstration of competence in general and specialized areas. For graduation from a baccalaureate program all students are required to achieve a total of 40 units, 32 general units, 4 in each of the 8 competence areas and 8 specialized units.

7. Advanced Standing -

(a) Credit by examination

Alverno College recognizes the value of the life experiences and offers a seminar designed to evaluate the knowledge and skills and to award advanced placement. Also, college credits from other institutions may be transferred.

8. Advising and Counseling -

Alverno's advising staff consists of four full-time advisors and several advising consultants who are faculty members in specific disciplines or professional areas serving the student body. Each student with her advisor plans an individual learning design to develop the first four levels of the eight competencies. Career counseling is also provided in the student development office.

9. Learning Resources -

The central function of the library media center is to support and enhance Alverno's learning process. The resources include total book holdings of 74,580 volumes as well as numerous other periodicals, documents, and audio-visual materials.

10. Evaluation System -

(a) Student progress

Evaluation or assessment of student ability by faculty, external assessors, and the student herself is integral to the Alverno program of study. The majority of assessment takes place under the direction of the instructor based upon established criteria. Where assessment is external to a course, it is conducted through the assessment center by teams of assessors according to college criteria and standards.

(b) Program

Program evaluation is primarily handled through student and faculty questionnaires.

11. Costs -

(a) Tuition and fees

See Section I., Part E.

(b) Program costs

See Section I., Part F.

C. Recognition and Accreditation:

See Section I., Part G.

CENTRAL MICHIGAN UNIVERSITY INSTITUTE FOR PERSONAL AND CAREER DEVELOPMENT
Mount Pleasant, Michigan 48859

(North Central Association)

I. Institutional Characteristics - General

A. Purpose:

Central Michigan University's Institute for Personal and Career Development (IPCD) offers programs designed to serve people who because of career or personal barriers have not had access to traditional educational institutions.

B. Sponsorship:

Central Michigan University is a comprehensive state university offering undergraduate/graduate professional and pre-professional programs. The IPCD was established in December, 1971 to administer the university's external degree programs. Central Michigan University is a constitutional creation of the state of Michigan and, therefore, does not have a charter issued by the legislature or state agency.

C. Size:

Students:		Faculty:	
CMU	16,287	CMU	639 full time + 87 part time
IPCD	60,146 semester credit hrs. generated	IPCD	888 courses*

*faculty contracted on a per course basis

D. Degrees Offered:

Bachelor of Arts, Bachelor of Applied Arts, Bachelor of Fine Arts, Bachelor of Individualized Studies, Bachelor of Music, Bachelor of Music Education, Bachelor of Science, Bachelor of Science in Business Administration, Bachelor of Science in Education, and Bachelor of Social Work. Advanced degree programs are offered at the Master's Specialist, and Doctoral levels.

E. Costs:

		Michigan Residents	Out-of-State Residents
Tuition	Undergraduate	$24.00	$62.00
	Graduate	$32.00	$71.00

Registration Fee: $20.00 per semester

F. Financial Data:

CMU Budget, Year Ending June 30, 1977*
Total Expenditures - $53,028,962
Total Revenues - $52,801,507

*1977-78 books not yet closed.

G. Recognition and Accreditation:

CMU is licensed by the state of Michigan and accredited by the North Central Association of Colleges and Secondary Schools. The IPCD programs are also accredited by North Central.

II. Nontraditional Characteristics

A. Definition of Nontraditional Learning:

See Section I., Part A.

B. Characteristics of Nontraditional Programs:

1. Purpose -

See Section I., Part A.

2. Curriculum and Faculty -

The curriculum is focused in the areas of community leadership, management and supervision, education, and liberal studies.

Faculty members at Central Michigan University may be employed by the Institute on an on-leave basis or on a limited overload basis. Other faculty come from other institutions of higher education, the professions, and industry and must be approved by the appropriate CMU departments and the IPCD academic faculty governance body.

3. Delivery system -

(a) Time/Space Requirements

For a graduate degree, at least 15 semester hours of residence credit must be earned from the CMU/IPCD curriculum of scheduled courses including independent study; for an undergraduate degree, 30 semester hours. All course work offered by CMU, regardless of geographic location, carries full residence credit. Experiential Learning credit is not considered residence credit.

(b) Independent study is a student's self-directed pursuit of academic competence in his or her degree field. This experience is worked out in cooperation with the advisor and conducted under the general guidance of an approved instructor.

(c) External Nature

Programs are offered at a variety of off-campus centers including military bases, hospitals, governmental agencies, corporations, and industries.

(d) Media Utilization

No specific use of media.

(e) Class Format

A typical class format could include: (1) one week of intensive sessions, (2) sessions for two or three days in one week followed by sessions for two or three days the following week, (3) weekend sequences scheduled over a longer time period and (4) combinations and/or modifications of these patterns. Regardless of format, time is scheduled before each session to permit preparatory reading and study for which students will have received the necessary reference materials, course outline and assignments.

4. Methods for Learning -

Offerings in the field follow a class format which recognizes the needs of the adult student. Classroom instruction consists of at least 12 clock hours of instruction for each semester hour of credit. Self-instructional developmentally-tested learning packages permit students to pursue their education at the rate they devise to wherever they are located. Planned experiences is another means of encouraging self-directed learning at the undergraduate level. A planned experience involves an occupational experience and is essentially formulated by the student with faculty approval but with a minimum of faculty direction. Independent study projects usually entail reading, research or term paper type of experiences under the direction of an independent study monitor.

5. Admissions Requirements -

To enter undergraduate level, a high school diploma or its equivalent is required for admission; to graduate level a baccalaureate degree from an accredited or approved college or university, or its equivalent, is required.

6. Completion Requirements -

Meet all academic requirements of the degree curriculum and demonstrate proficiency and specific competencies needed in the chosen area of concentration.

For graduate work successful completion of a minimum of 30 semester hours is required. At least 15 semester hours of residence credit must be earned from the CMU/IPCD curriculum of scheduled courses, including independent study. All course work offered by CMU through the Institute regardless of geographic location carries full residence credit. Also, for graduate work a cumulative grade point average of at least 3.00 is required.

7. Advanced Standing -

(a) Credit by examination

Credit by examination is available for students who've had experience or background comparable to a course or courses in the university. This credit is available through the CLEP testing program and other subject matter proficiency examination programs.

(b) Experiential Learning

Experiential learning credits are awarded to students for knowledge relevant to the program acquired from personal and professional experiences. Students must submit portfolios of experiences they believe are developmental in nature and consistent with their academic goals. The portfolio is evaluated by a team of on-campus faculty members. Undergraduate students may earn up to 60 semester hours of experiential credit. Graduate students may be granted a maximum of ten semester hours of experiential credit with the restriction that experiential credit plus transfer credit totals no more than 94 semester hours for undergraduates and no more than 15 hours for graduate students. Experiential learning credit does not fulfill residency requirements.

(c) Transfer credit

College level credit earned at approved institutions may well make up a significant portion of a student's earned credits. The students may transfer credit from colleges or universities approved by regional accrediting associations or the equivalent of an accrediting agency. A maximum of 94 semester hours of credit may be transferred at the undergraduate level and 15 semester hours at the graduate level.

(d) Other

Students may also take extension classes offered through off-campus education.

8. Advising and Counseling -

IPCD staff members on location schedule students for academic advising on a periodic basis. Academic counseling is undertaken by advisors who have academic preparation and credentials in the subject matter in which they are advising. Advisors may be Central Michigan faculty members, faculty members from other institutions, or practicing professionals.

9. Learning Resources -

A research and reference library staffed by a professional librarian is located in the Dayton IPCD Center at Wright Patterson Air Force Base to serve students and faculty in the midwest and national programs; and another in Washington D.C., to serve the eastern seaboard programs. Students and faculty have access to volumes in management and supervision, marketing, accounting, organizational theory, personnel and industrial relations as well as numerous journals. Each center also has a small collection of library resource material. Students also utilize public libraries in the area, military base libraries and libraries of local institutions of higher education. In addition, library materials and photocopy services are available free of charge upon request via the WATS line from the Central Michigan University library. Each student and faculty member also receives a "portable card catalog" in book form listing more than 2,000 books and 300 periodicals in business and related fields available through the main campus library.

10. Evaluation Systems -

(a) Student progress

All courses offered through the Institute are available on a regular grading system or on a credit, non-credit basis. It is the student's responsibility to designate at the time of enrollment for each course which option is being pursued. Official grade reports, including cumulative GPA, is mailed to the student who is expected to maintain "satisfactory progress" toward her/his degree as defined by University policy and indicated in the Bulletin.

(b) Program

At the end of each course the IPCD requests that students complete a survey form indicating their perceptions of the quality of the classes which they have just completed and the effectiveness of the instructors. The instructors also complete an end-of-course survey indicating their perceptions of the course and students. The Institute staff includes a full-time coordinator for research and evaluation.

11. Degrees Offered -

- Bachelor of Arts/Sciences
  - Management and Supervision
  - Community Development
  - Liberal Studies

- Bachelor of Individualized Studies

- Master of Arts
  - Management and Supervision
  - Community Leadership
  - Education

12. Costs -

(a) Tuition and fees:

Admission Fee	$15.00
Tuition - Undergraduate	$60.00 Per Semester Hour
Tuition - Graduate	$76.00 Per Semester Hour
Application and processing fee for the Evaluation of Experiential Learning	$25.00
Evaluation and recording fee for Experiential Learning	$10.00

(b) Program costs

The IPCD budget for the 1977-78 year was $4,330,000.

C. Recognition and Accreditation:

Please see Section I., Part G for previous statement.

THE SCHOOL FOR NEW LEARNING - (North Central Association)
DEPAUL UNIVERSITY
Chicago, Illinois 60604

I. Institutional Characteristics - General

A. Purpose:

Unavailable.

B. Sponsorship:

The School for New Learning was created in the fall of 1972 as the eighth college of DePaul University.

C. Size:

(School for New Learning)

Active Students - Fall 1976 324

Faculty Members - Feb., 1977 45 (part-time)

D. Degrees Offered:

Bachelor of Arts

E. Costs:

Tuition at the School for New Learning is computed at a quarter equivalency rate.

Tuition 1978-79 $ 52.50/Qtr. Hr.
1978-79 minimum cost of a B.A. degree program is $2,582.00

F. Financial Data:

Unavailable from the submitted materials.

G. Recognition/Accreditation

DePaul University is an accredited member of the North Central Association of Colleges and Schools.

II. Nontraditional Characteristics

A. Definition of Nontraditional Learning:

The nontraditional movement aims to build flexibility, seek alternative resources in a community, and reduce time, place, and course requirements that prevent many adults from entering existing institutions. Basic to the movement is emphasis placed on assessment of competence rather than on accumulation of credits. Another important value is that adult learners should have responsibility and authority for designing their own education as opposed to the passive role fostered in many traditional schools. This places responsibility on nontraditional programs to provide personal counseling, to help mature students to become self advocates and independent learners. This need has caused a redefinition of the role of faculty and administrators as mentors or guides to students.

B. Characteristics of Nontraditional Program(s):

1. Purpose of Program

The School for New Learning is redefining the goals of a college education in terms of giving students the skills, knowledges, and attitudes to help them fulfill personal goals through education, survive and thrive in the world in which we live and become lifelong learners.

2. Curriculum/Faculty

The School for New Learning is a competency based program featuring contract learning and individualized curriculum. Five major competence areas make up the framework of the school. The five major areas are: (1). The world of work--These are skills that allow students to do meaningful work: a. developing and managing organizations, b. social service, c. professional preparation. (2). Communications and interpersonal relations--English language skills as well as sending and receiving messages and other media and understanding interpersonal barriers to communications; (3). The human community--Social science and science awareness with special emphasis on living in an urban environment; (4). Quality of life--Skills related to how people renew themselves through the arts, philosophy, religion, and city resources; (5). Lifelong learning--Skills of being an independent learner, goal setting, research, self preservation, use of resources, developing learning strategies, and designs in evaluation.

There are 48 competencies that each student must demonstrate to qualify for the B.A. degree.

There is a large resource bank of both academic and community faculty from a number of various of skills and philosophy who teach part-time and act as mentors to students.

3. Delivery System

(a) Time/Space Requirements - Residency

Class locations and times are arranged to allow for maximum varieties and meet the time and place restrictions of all kinds of students. Registration and admittance takes place year-round and contrasts to many fixed schedules of entry.

(b) Independent Study Utilization

B.A. students have the option of contracting for independent study with each independent study unit being a supervised learning experience of at least 30 contact hours which can be done in one or more of the five areas of competence.

(c) External Nature

Courses are offered at three different Chicago locations.

(d) Media Utilization

Various media methods may be a part of one student's academic work.

(e) Other

Contract Learning - Through an individual committee composed of the student, academic mentor, community resource person, peer, and a School for New Learning staff member the student develops a learning contract to fulfill remaining competencies depending upon a student's own goals. Specific learning strategies are designed.

4. Methods for Learning/Instruction

Learning experiences may be traditional courses, independent study, field work, internships, seminars, group learning forms, etc. Course work may be accomplished at the seven traditional schools at DePaul as well as at other schools or institutions anywhere in Chicago where the needed learning can take place.

5. Admissions Requirement

Admissions criteria include age, studentship, goals, and independence, flexibility and maturity. All students must be 24 years or older.

6. Completion Requirements

The path for B.A. students: (1). Discovery workshop, the entrance experience; (2). Admissions; (3) Life experience evaluation; (4). Learning pact negotiation; (5). Fulfillment of learning pact; (6) and (7). Internship and major piece of work; (8). Summit seminar, the exit experience.

7. Advanced Standing Processes

(a) Credit by Examination

In addition to the CLEP Test, DePaul University has a credit-by-exam program given by the traditional academic departments. Fees for university tests are $50.00 per test. Other universities or colleges who have credit-by-exam programs may be acceptable and may include subjects not covered in DePaul's program or by the CLEP Test.

(b) Experiential Learning

The School for New Learning has an extensive competency-based Life Experience Evaluation Program which is used to evaluate whether a student is "competent" in any of the required 48 competencies.

(c) Transfer Credit

Credit courses taken at other colleges and universities are accepted.

(d) Other

- diploma certificates and awards
- papers such as books, articles, monographs, and personal essays
- letters of testimony
- personal testimony

8. Advising and Counseling

The full-time administrative staff is available for counseling and interviews. In addition to this, the faculty provide academic advising and counseling, primarily through each student's individual committee of mentors.

9. Learning Resources

All learning resources are developed through the learning pact which could include any resources available in the Chicago area.

10. Evaluation Systems

(a) Student Progress

The School for New Learning assigns specific credit hours and grades of Pass/Fail or traditional grades for its learning modules in all course work pursued at the School. Self assessment is extremely important in the program and while preservation of academic quality is demanded by the evaluation staff and teaching faculty, a student takes away only what he or she puts into his/her education.

(b) Program

Faculty are evaluated by the students, by the staff, and by one of their teaching colleagues. Formative evaluation of the curriculum is built in at each stage of its development. Evaluation is also accomplished through the continual evaluating of graduates of the program.

11. Costs

(a) Tuition Fees

See Section I, Part E.

(b) Program Costs

Unavailable.

C. Recognition/Accreditation:

See Section I, Part G.

METROPOLITAN STATE UNIVERSITY (North Central Association)
St. Paul, Minnesota 55101

I. Institutional Characteristics - General

A. Purpose:

The objective of Metropolitan State University is to extend alternative opportunities for higher education at the junior and senior level to citizens throughout the Minneapolis/St. Paul Metropolitan Area whose needs for such education for various reasons have not been met by other institutions of postsecondary education.

B. Sponsorship:

Metropolitan State University is authorized by the Minnesota legislature as a member of the State University System which is governed by the State University Board.

C. Size:

Students: 865 Approximately (full-time); 2,000 (headcount)

Faculty: 15 (full-time); 300 community or adjunct faculty

D. Degrees Offered:

Bachelor of Arts

E. Costs:

Accepted Minnesota Residents:	
Basic quarterly tuition	$32.00
Individualized educational planning course	48.00
Group learning opportunity	48.00
Independent study	48.00
Internship	48.00
Assessment of prior learning	36.00
Assessment of other learning	36.00
Recording of other institutional learning	7.00

F. Financial Data:

		1976-77	1977-78
Budget - 1975	$2,341,527.00*	$1,692,121	$1,729,441
State Appropriation	1,774,741.00	1,042,509	1,026,783
Other Support is from tuition, fees, grants, and gifts.			

*Biennium Total

G. Recognition/Accreditation:

Metropolitan State University is accredited by the North Central Association of Colleges and Schools.

II. Nontraditional Characteristics

A. Definition of Nontraditional Learning:

An educational program, student centered, highly individualized and competency-based.

B. Characteristics of Nontraditional Program(s):

1. Purpose of Program

The Individualized Educational Planning Course is designed to assist students entering Metropolitan State University to develop a degree program appropriate to their educational needs and interests. In order to achieve this objective, students analyze their personal, educational, and vocational goals and review their prior learning experiences, including learning acquired through other college courses and through community-based or non-formal activities. Students consult with Metropolitan State University permanent and community faculty to help them decide on the content and format of their educational program. Students are also taught the educational philosophy of the institution so that they can assume responsibility for directing their own education.

2. Curriculum/Faculty

Learning opportunities at Metro U are clustered within the following areas: arts and sciences; business and public administration; human services and resource development; and communications. The individualized curriculum is competence-based and community oriented.

Faculty responsibilities include: (1) advising students in the development of degree plans; (2) teaching the individualized educational planning course and courses in discipline areas; (3) developing, organizing and delivering learning resources; (4) assessing prior and nonsponsored experiential learning; and (5) teaching and supervising internships and independent studies.

3. Delivery System

(a) Time/Space Requirements

The academic calendar at Metro U is divided into four three-month quarters. Courses normally begin during the second or third week of each quarter except for the Individualized Educational Planning Course (IEPC) which is offered several times each month throughout the calendar year.

(b) Independent Study Utilization

Students may negotiate individual learning objectives with faculty sponsoring independent studies. Students are also encouraged to develop their own individually designed independent studies under faculty or other approved sponsorship.

(c) External Nature

Not applicable.

(d) Media Utilization

Some students have used television courses sponsored by the University of Minnesota. Films and other audio-visual aids are also utilized

(e) Other

Contract Learning. Students outline prior and future competencies in the Degree Plan. Learning-Assessment Agreement (LAA) forms are used to specify competencies, learning process, and name and qualifications of evaluator. The instructor-evaluator writes a narrative evaluation of the student's learning.

4. Methods of Learning/Instruction

Group learning opportunities are courses taught by Metro U permanent faculty or community faculty who are expert practitioners in the field. Independent studies may be either faculty designed or student designed. Internship opportunities are available for Metro U students. Students may also use community based activities to achieve competencies. All learning is evaluated directly by Metro U faculty.

5. Admissions Requirements

Metro U is an upper division university offering junior and senior years of study. Students usually have completed the equivalent of two years of college work. Students may use prior experiential learning in combination with previously transcripted credit to meet admissions requirements.

6. Completion Requirements

Once the IEPC is successfully completed and a student has developed a Degree Plan, the student is accepted as a candidate for the Bachelor of Arts degree. When the student has successfully demonstrated attainment of each of the competencies listed in the Degree Plan, he or she is ready for graduation. Instead of a credit base letter grade transcript, Metro U utilizes a narrative transcript that includes descriptions of competencies demonstrated, processes used to acquire the competencies, name and qualifications of evaluator(s) and a narrative evaluation.

7. Advanced Standing Process

(a) Credit by Examination

See (b) Experiential Learning

(b) Experiential Learning

A student seeking recognition for a college level competence gained prior to enrollment at Metro U may register for an assessment of prior learning. Metro U has trained and oriented faculty in the assessment of experiential learning and has also developed a series of pre-assessment materials to help students understand what is college level learning in specific competence areas. Evaluation of the student's learning takes place in a personal meeting between the student and the faculty member and evaluation is usually based on performance tests, oral examinations or written tests. The evaluator prepares a narrative evaluation, specifying the level of the student's learning.

(c) Transfer Credit

Learning acquired through courses at other accredited colleges and universities may be transferred to Metro U.

8. Advising and Counseling

Academic advising and counseling is handled by the Metropolitan State University faculty through the Advising Office. Each degree candidate has a faculty advisor who assists the student throughout his/her enrollment. Academic advising is an integral part of the individualized educational program at Metropolitan State University.

9. Learning Resources

As a community-based institution, Metropolitan State University is committed to utilizing the resources and facilities of the metropolitan area as learning resources for its students. As self-directed learners, students have the responsibility and the authority to select appropriate learning resources for their educational goals from the alternatives available, although faculty must evaluate the student's learning to ascertain whether it is acceptable for recognition.

10. Evaluation Systems

(a) Student Progress

The University, through the Assessment Office, reviews the evidence of the student's competence provided by expert evaluators and determines whether the competence claimed by the student has been adequately demonstrated.

(b) Program

Evaluation of program is through standard methods including questionnaires and faculty and student input.

11. Costs

(a) Tuition and Fees

See Section I, Part E.

(b) Program Costs

See Section I, Part F.

C. Recognition/Accreditation:

See Section I, Part G.

MUNDELEIN COLLEGE
Chicago, Illinois 60660

(North Central Association)

I. Institutional Characteristics - General

A. Purpose:

The primary mission of Mundelein College is to provide for women a liberal arts education that is contemporary, urban, and Catholic.

B. Sponsorship:

The College is an urban liberal arts college for women founded in 1930 by the Sisters of Charity, BVM and now operated under the jurisdiction of an independent board of trustees.

C. Size:

Undergraduate Students 1,500
Graduate Students 200
Faculty 73 (full-time)

D. Degrees Offered

- Bachelor of Arts
- Bachelor of Science
- Bachelor of Fine Arts
- Master's in Religious Studies

E. Costs:

Undergraduate Course for Special Students - per term	$267.00
Graduate Course - per term	270.00

F. Financial Data:

Projected Budget for 1976-77 was balanced and plans were formulated to systematically reduce and eliminate debts that had been acquired over a number of previous years. Two major fundraising campaigns were initiated by the board of trustees in the early 1970's. This is all the financial data that was available from the submitted materials.

G. Recognition/Accreditation

Mundelein College is accredited by the North Central Association of Colleges and Schools. It is approved by the State Board of Education, the State Teachers' Certification Board for Teacher Education and National Council for Accreditation of Teacher Education.

II. Nontraditional Characteristics

A. Definition of Nontraditional Learning:

Refer to the purpose of Program listed under B. Characteristics of Nontraditional Program(s) which follows:

B. Characteristics of Nontraditional Program(s):

1. Purpose of Program

- to provide a unique usable time/space framework for full-time working adults to begin or to complete a college education often hindered or rendered impossible by existing Monday through Friday, day class/night school patterns.
- to attract the new student clientele to the college in a time of dwindling enrollment among 18 to 22 year old students and thereby to improve the financial situation of the College.
- to make use of college personnel facilities over the entire 7-day week rather than the 5-day week.
- to demonstrate the educational appropriateness and effectiveness of: (a) using the weekend for serious learning pursuits; (b) concentrating a period of intensive learning sessions in less than 48-hour periods with intervals of two and three weeks between sessions; (c) demonstrating that adult students are capable of sustaining significant learning on their own.
- to challenge both regular college faculty and adjunct instructors brought in to weekend college to adjust more traditional segments of knowledge and modes of teaching to a setting which demands creative rethinking and redoing.
- to build a carefully selected curriculum from areas of concentration closely allied both to those needs and to demonstrate its strengths in the already existing Mendelein program.

2. Curriculum/Faculty

The basic curriculum consists of one course titled Strategies for Learning which is designed to orient students to the wide range of modes of learning at their disposal; three courses in an area of concentration outside their major--such as business management, community life, English/communications and personal universe; then a major in such areas as bilingual/bicultural studies, liberal studies or other topical majors that are available. Finally the student is required to choose a number of electives to develop breadth in liberal arts areas.

In any given term, about half of the courses are taught by regular faculty and half by adjunct faculty. The Weekend College office undertakes an orientation each term for faculty new to the program.

3. Delivery System

(a) Time/Space /Space Requirement

The College operates on an intensive three-term arrangement which makes it possible for the business and adult students to stay out of school for one term and return the next without incurring the loss of an entire half-year of study. The Weekend College term during which two separate five-weekend sessions are offered is slightly more than 13 weeks long. Each class meets for three and one-half hours either consolidated in a single block of time on one day or broken into two segments on different days or at different times. Students may choose to live in a college residence for a modest fee during those weekends when they are taking classes.

(b) Independent Study Utilization

Independent study is defined as the study of a subject or probably more the execution of a project not normally found in the regular curriculum. Only 12 hours of independent study may be counted toward graduation.

(c) External Nature

Not applicable.

(d) Media Utilization

Not mentioned specifically in materials submitted.

(e) Other

A Contractual College Degree is designed primarily by the student with both the student and the College reaching agreement on what a college degree means in contemporary society. This agreement becomes the basis of a highly individualized educational program. The Contract is defined in terms of specific goals and demonstration of these goals must be as specific.

4. Methods for Learning/Instruction

   Methods for learning include both traditional college methods as well as internships, independent studies, tutorials, and seminars.

5. Admissions Requirement

   No entrance tests are required, however, personal interview is required which involves discussion of student objectives and an explanation of the weekend program. The admissions decision is made during this interview and final acceptance takes place after all required records have been received; For those with no previous college experience, a copy of the high school record; for those with college experience, official transcripts.

6. Completion Requirements

   The total number of hours required for the BA degree is 120. The total number of courses required for the BA degree is 40. A grade point average required for the BA is "C." A term course is considered as equivalent to a three semester hour course and an alphabetical and numerical grading system is used. Also available is a S/U option.

7. Advanced Standing Processes

   (a) Credit by Examination

   Credit is granted by Mundelein to students submitting CLEP scores for the general examination at or above the 50th percentile on the subscore.

   (b) Experiential Learning

   Mundelein recognizes its students, by virtue of their independent study, previous training or experience, may already possess mastery of the concept of a specific course or courses, which may or may not be tested through CLEP exams. Credit for academically relative experience (CARE) has been developed to accelerate students' course of study.

   (c) Transfer Credit

   Most courses from other accredited colleges transfer as long as they carry a grade of "C" or better.

8. Advising and Counseling

Close academic advising is considered an essential element in the Weekend College. Students are expected to assume principal responsibility for planning their own program in cooperation with faculty persons available.

9. Learning Resources

A Learning Resource Center brings together concepts and multimedia learning and teaching methods. The Center houses 113,000 volumes as well as extensive audiovisual aids.

10. Evaluation Systems

(a) Student Progress

Grade reports are available to students at the close of each term.

(b) Program

There is a Weekend College advisory council which assists Weekend College staff in responding to problem areas and other concerns which come to their attention. Faculty and students also play a major role in sharing perceptions and giving suggestions for improvement in the Weekend College Program.

11. Costs

(a) Tuition and Fees

See Section I., Part E.

(b) Program Costs

Not available.

C. Recognition/Accreditation

See Section I., Part G.

UNIVERSITY OF NORTHERN COLORADO (North Central Association)
Greeley, Colorado 80639

I. Institutional Characteristics - General

A. Purpose:

The purpose of the University of Northern Colorado is:

--to provide an atmosphere in which the pursuit of knowledge among students and faculty may flourish and in which students are liberally educated and specially trained.

--to provide a broad range of programs at the undergraduate and masters degree levels in the arts and sciences, performing arts, business and health related and other service-oriented professions.

--to provide programs at the doctoral level placing particular emphasis on preparation of college teachers and administrators.

--to conduct comprehensive research in education and related fields.

B. Sponsorship:

The University of Northern Colorado is funded primarily by appropriations by the state of Colorado and is under the jurisdiction of the Board of Trustees for the University of Northern Colorado.

C. Size:

Students	10,361	full-time (1977-78)
	687	part-time (1977-78)
Faculty	619	full-time (1977-78 (456 teaching)
	26	part-time (1977-78)

D. Degrees Offered:

Bachelor of Arts
Bachelor of Science
Master of Arts
Master of Science
Master of Music
Master of Music Education
Specialist in Education
Doctor of Education
Doctor of Arts
Doctor of Philosophy
Doctor of Music Education

E. Costs:

Resident Tuition	$160 per quarter (1978-79)
Non-resident Tuition	$638 per quarter (1978-79)
Student Fees	$ 76 per quarter (1978-79)

F. Financial Data:

Budget for 1978-79 - $24,125,627
Endowment Income - 0

In addition to student tuition and fees revenue includes government appropriations, sponsored research, and other sponsored programs and activities.

G. Recognition/Accreditation:

North Central Association of Colleges and Schools
American Chemical Society
Colorado State Board of Accountancy
Colorado State Board of Nursing
National Association of Schools of Music
National Council for Accreditation of Teacher Education
National League of Nursing

II. Nontraditional Characteristics

A. Definition of Nontraditional Learning:

Nontraditional learning includes programs which seek innovative designs, including individualized and interdisciplinary modes, in educational formats, delivery styles, student populations other than those historically addressed.

B. Characteristics of Nontraditional Programs:

1. Purpose -

To carry out the general role and mission of the University as expressed in "Section I - Purpose" in new ways to meet the needs of a population varied in age, ethnic background, sex, experience, interests, and needs.

2. Curriculum and Faculty -

Nontraditional learning is offered in three programs:

--Center for Special and Advanced Programs (CSAP) external degrees with curriculum focused in the areas of business;

UNC/CSAP courses are considered residence credit and a student may, but is not required to, take any course work on the campus.

In the masters degree program a student may transfer in up to 20 quarter hours of credit; at least 28 quarter hours must be earned in the UNC/CSAP program.

In the bachelors degree program a student may transfer in up to 132 quarter hours of the 180 required for graduation; at least 48 quarter hours must be earned in the UNC/CSAP program.

The maximum time limit for the completion of the program is six calendar years from the date of the official letter of admission.

--CNTOE: Non-sequential courses are offered at various locations as requested. Degree programs at the masters level are specifically designed in conjunction with agencies such as school districts, industries, etc. Each program is approved by the department, school or college dean, Dean of the Graduate School, and Graduate Council. Programs are designed for a three year period; most students complete on schedule. Of those entering the program, 92% complete and receive the degree.

--SECD: Programs are designed by the student with approval of the dean, advisory committee, and Resource Board. The mix of transfer and UNC credit differs with each program. Program completion must meet time limits of five years set by the Graduate School. SECD is individualized and utilizes a wide variety of learning experience formats.

(b) Independent studies are available at the undergraduate level in many disciplines and at the graduate level in selected disciplines.

(c) External degree programs are offered:

--In CSAP at 27 locations. Since the origin of the program in fall, 1970, 3,225 MA's; 167 MS's; 132 BA's; and 6 EdS's have been granted.

--CNTOE has offered 15 external degree programs and has graduated 450 at the masters level.

--SECD is campus based and has graduated 20 students with bachelors degrees; 88 with masters; 1 specialist; and 131 doctorates.

social sciences: public administration; psychology, counseling and guidance; curriculum and instruction; communication: Human relations; recreation; and reading education at the masters degree level and business administration at the bachelors degree level.

--Center for Non-Traditional and Outreach Education (CNTOE) with curriculum focused in graduate education.

--School of Educational Change and Development (SECD) with an individualized, student-designed program format available at bachelors, masters, specialist, and doctoral levels.

In the CSAP and CNTOE programs, development of learning experiences and programs, selection and assignment of instructors and counselors, preparation and reading of comprehensive examinations (where appropriate), and other academic designs are made within the relevant academic department by a coordinator who is a regular member of the UNC faculty housed in the academic unit. Coordinators work closely with department faculty. Program operation is monitored for academic excellence by the department chairman and dean and for logistical management by the Dean of the CNTOE and/or the Director of CSAP.

The SECD program is under the direction of a dean who is assisted by an advisory committee made up of regular (largely tenured) members of the UNC faculty. Each student's program is monitored by a Resource Board. Most members of the Resource Boards are regular UNC faculty.

All three programs are responsible for administering academic policy developed by the Undergraduate and Graduate Councils, elected bodies which represent the faculty and whose jurisdiction extends over all UNC programs at the appropriate levels.

The percentage of campus-based UNC faculty and affiliate faculty are approximately:

--CSAP 67% UNC faculty; 33% affiliate faculty

--CNTOE 85% UNC faculty; 15% affiliate faculty

--SECD 95% UNC faculty; 5% affiliate faculty

3. Delivery System -

(a) Time/Space Requirements

--CSAP: Full degree programs are offered at 27 locations in a concentrated weekend format which combines individual study with classroom instruction.

(d) Media is utilized throughout all programs.

4. Methods of Instruction -

--CSAP utilizes an intensive weekend seminar format including directed study, standard lecture, case study, practicums, and student projects.

--CNTOE utilizes workshop formats, standard ten-week lecture courses, field studies, directed studies, evening and weekend concentrated formats.

--SECD utilizes courses, workshops, practicums, individualized experiences, internships, etc.

5. Admission Requirements -

--CSAP students entering masters degree programs must have earned a baccalaureate degree from an accredited institution. A CSAP student entering the BA program will have graduated from a high school or completed the GED. In addition he/she will usually transfer in at least 90 quarter hours of work from an accredited college or university.

--CNTOE students entering an external degree program must hold a baccalaureate degree from an accredited institution, and present a grade point average of 2.70 on the most recent 100 quarter hours. These are also the on-campus requirements.

--SECD students are admitted by invitation only after acceptance of the proposal by the Advisory Board of SECD.

In special cases students not possessing a baccalaureate degree but who have had extensive practical experience in the field in which they propose to study may be admitted through a special review process to a masters degree program in CSAP, CNTOE, or the on-campus program.

6. Completion Requirements -

--CSAP masters degree students must complete a minimum of 48 quarter hours, 28 of which must be taken in UNC/CSAP courses, directed study, and/or practicums at the 500 or 600 level with at least a 3.0 cumulative GPA, and complete satisfactorily a written comprehensive examination.

Undergraduate students must complete 180 quarter hours, 48 of which must be taken in UNC/CSAP business and economics courses.

--CNTOE - In lieu of on-campus residency requirements each candidate for the masters external degree must complete 21 quarter hours within the program in no fewer than four consecutive quarters nor more than eight consecutive quarters.

--SECD students graduate upon completion of the approved degree plan.

7. Advanced Standing -

(a) Credit by examination

Credit is awarded at the undergraduate level for satisfactory completion of CLEP examinations or for satisfactory completion of challenge examinations if the subject matter is germaine to the requirements of the student's degree program.

(b) Experiential learning

--CSAP masters degree students may be awarded a maximum of 20 quarter hours of developmental experience. This includes equivalency credit for relevant classroom experience through organizations other than accredited academic institutions and equivalency credit for relevant work experience of a professional nature. Bachelors degree students may be awarded a maximum of 44 hours of developmental experience.

--CNTOE - none

(c) Transfer of credit

--CSAP undergraduate students may transfer in a maximum of 132 quarter credit hours in which grades of "C" or above have been earned from accredited four year institutions. No more than 90 quarter hours of junior or community college work may be transferred in.

CSAP graduate students may transfer up to 20 quarter hours of approved graduate level credit of "A" and "B" work from accredited institutions. Department policies vary within the institutional policy.

--CNTOE graduate students may transfer a maximum of eight quarter hours of graduate credit in which grades of "A" and "B" are recorded from accredited institutions.

8. Advising and Counseling -

A wide range of counseling and testing services are available to all students of the University at the Counseling Center. Regular UNC faculty members provide academic advisement on a regular basis in both CSAP and CNTOE programs.

9. Learning Resources -

The library serves the entire range of scholarship through the selection, organization, retrieval, interpretation, teaching and conservation of resources. As of 1978, 503,002 volumes existed in the library.

--CSAP students are encouraged to use libraries in their areas. ESO's at the military installations have cooperated in purchasing recommended books for the base libraries and the CSPA program provides copies of all required texts for the base libraries.

--CNTOE - Agreements have been made with adjacent universities for student use thereof. Microfiche libraries have been set up in the locales where programs are offered. These collections include ERIC and extensive periodicals.

10. Evaluation Systems -

(a) Student progress

--CSAP - all classes A - F grading.

--CNTOE - predominantly A - F grading. Some courses use S - U, following the same policies as those used in the on-campus programs.

(b) Program

There are two phases of evaluation for the external degree program. First, a process phase emphasizes checks on standards and criteria for all operational aspects; second, a product evaluation including student evaluations of each course and student follow-ups assess the outcomes of external degree students and graduates.

11. Costs -

(a) Tuition and fees

--CSAP tuition is $68 per quarter hour. A non-refundable matriculation fee of $10, and a $35 comprehensive examination fee are charged. Students who apply for work experience credit pay a fee of $25 for the evaluation.

--CNTOE external degree students pay tuition of $22 per quarter hour plus a one time program fee of $675, payable over 30 months.

--SECD tuition and fees are the same as those for the traditional on-campus program.

(b) Program costs

Both the CSAP and CNTOE external degree programs are self-maintaining; the only sources of revenue are tuition and matriculation, examination, and program fees. UNC faculty teach on an overload basis and are paid for teaching, advising, preparing and reading comprehensive examinations from external degree program revenues.

C. Recognition/Accreditation

Same as Section I., Part G.

NORTHWEST ASSOCIATION INSTITUTIONAL PROFILES

CITY COLLEGE (Northwest Association)
Seattle, Washington 98104

I. Institutional Characteristics - General

A. Purpose:

The College is designed to deliver quality educational courses and programs based on the following philosophy:

-- Education is a lifelong process which should not be restricted to a fixed time or location.
-- Facilities should be flexible, non-permanent, taking advantage of changing experiences, and human resources within the community
-- Access to this process should be available to everyone regardless of age, race, sex, economic condition.

B. Sponsorship:

City College is a private, nonprofit institution chartered under the laws of the State of Washington with a board of governors selected for an indefinite period of time.

C. Size:

Fall, 1977-78: Students 2000 Faculty 150

D. Degrees Offered:

Bachelor of Science in Administration (B.S.A.)
Bachelor of Science in Social Studies (B.S.S.S.)
Bachelor of Science in General Studies (B.S.G.S.)
Associate of Technical Arts/Legal Assistant
Master's of Business Administration/Master's Public Administration

E. Costs:

Bachelor of Science Tuition (ea. 5 credit class)	$150.00
MBA/MPA Tuition (ea. 3 credit class)	150.00

F. Financial Data:

Operating Expenses for 1977-78	$2,047,000.00
Current Funds/Revenues	2,217,699.00
Endowment	150.00

G. Recognition/Accreditation:

City College is a Candidate for Accreditation with the Northwest Association of Schools and Colleges.

II. Nontraditional Characteristics

A. Definition of Nontraditional Learning:

See Section I., Part A.

B. Characteristics of a Nontraditional Program(s):

1. Purpose of Program

See Section I., Part A.

2. Curriculum/Faculty

City College offers upper division classes, that is the the third and fourth years of a four-year degree in addition to a master's program. The BS in Administration is a designed program of learning aimed at persons in the economy--managers or administrators or those aspiring to management or administrative positions in business, industry, government, labor, and health care. A program of general studies is available for the student whose interests are so varied that they do not fit into the administrative degree. An Associate of Arts in the field of paralegal studies is designed to provide training for legal assistants working in a variety of legal environments. The master's program offers courses in management, business administration, and public administration.

Nearly all faculty are employed professionally outside the College. All faculty are paid at the same rate, $625.00 for an undergraduate course and $600.00 for a graduate course. All faculty are part-time and hired by the quarter on an individual contract.

3. Delivery System

(a) Time/Space Requirements - Residency

The academic year consists of four quarters, each 10 weeks in length. Combined credits of 180 hours of study are required to receive a bachelor's degree. Included is 45 residence credits. Many of the courses are offered at times and places convenient to the students.

(b) Independent Study Utilization

An individually designed tutorial program is utilized in some cases whereby a faculty person with the student agreed to course outline assignments, supplemental reading, and evaluation methods.

(c) External Nature

The majority of instruction takes place in rented facilities throughout the State of Washington.

(d) Media Utilization

No specific mention of media use was found in the submitted materials.

4. Methods for Learning/Instruction

Traditional classroom methods for learning take place as well as internships and other specialized projects.

5. Admissions Requirement

An open door policy of admissions is followed. Since City College is basically an upper division and graduate institution, students applying for admission to the College must have completed their general education requirements at some other institution or through some other means.

6. Completion Requirements

For an undergraduate degree, 180 credits are required. Ninety lower division credit would need to have been completed before beginning a program at City College. The MDA/MPA program requires 45 credits for completion.

7. Advanced Standing Processes

(a) Credit by Examination

CLEP, DANTE, and ACT equivalencies are accepted, as well as credit by challenge examinations.

(b) Experiential Learning

Credit for prior learning is received through the Prior Learning Experience program. It is possible for a student to be awarded as many as 120 credits through the evaluation of prior learning experiences. Cost for the PLE program is $460.00.

(c) Transfer Credit

Credit completed at other accredited colleges may be transferred to City College.

8. Advising and Counseling

Academic advising and counseling is the focal service of the Student Service Program provided by the Office of Student Services. Advisors are available to students at administrative offices and sites throughout the state.

9. Learning Resources

City College has established agreements with various public libraries and other college and university libraries and special service libraries to supply learning resources.

10. Evaluation Systems

(a) Student Progress

No specific information appeared to be available concerning student progress.

(b) Program

Continuing evaluation of the curriculum comes in an informal way from faculty, students, and area directors who write or phone in suggestions. Academic program directors review curricula, and there is a student/faculty committee which acts as a conduit for curricula reform. Student evaluation forms are reviewed by the office of the Vice President for Academic Affairs.

11. Costs

(a) Tuition and Fees

See Section I., Part E.

(b) Program Costs

See Section I., Part F.

C. Recognition/Accreditation:

See Section I., Part G.

THE EVERGREEN STATE COLLEGE (Northwest Association)

Olympia, Washington 98505

I. Institutional Characteristics - General

A. Purpose:

Evergreen's goal involves developing an academic program which enables the individual student to initiate a process of continuing lifelong learning by preparing that student with the methods of acquiring information and of experimentation, by encouraging independence and pursuit of inquiries that interest and motivate the student, by giving the student practice in team approaches to formulating problems and resolve them, by providing the student with counsel and resources to test his knowledge and ability. Evergreen endeavors to develop a learning community that reflects the nature of the real world where none of the problems man faces is simple and where none of the parts become more important than the whole.

B. Sponsorship:

Evergreen State College established by the Washington State Legislature is a four-year institution governed by a board of trustees appointed by the governor, with consent of the Washington State Senate, for six-year overlapping terms.

C. Size:

Total enrollment 1972-73: 1973-74 Faculty:

Students 2,248 Faculty 114

D. Degrees Offered:

Baccalaureate Degree

E. Costs (Tuition and Fees):

Tuition per quarter:

Resident Student (full-time)	$169.00
Resident - Vietnam Veteran	120.00
Non-resident Student (full-time)	453.00
Resident Student (half-time)	102.00
Non-resident Student (half-time)	276.00
Resident Student (part-time)	68.00
Non-resident Student (part-time)	184.00

F. Financial Data:

For 1972-73:

Total Operating Income (This is primarily state appropriations with an endowment of $14,416.00)	$7,941,288.00
Total Operating Expenditures	$7,370,690.00

G. Recognition/Accreditation:

The Evergreen State College is accredited by the Northwest Association of Schools and Colleges.

II. Nontraditional Characteristics

A. Definition of Nontraditional Learning:

See Section I., Part A.

B. Characteristics of Nontraditional Program(s):

1. Purpose of Program

See Section I., Part A.

2. Curriculum/Faculty

Evergreen's curriculum is interdisciplinary including combinations such as environmental studies, European and American studies, expressive arts, human development, life and health: individual and community, management and public interest, marine sciences and crafts, Northwest native American cultural studies, and political economy.

Because of its interdisciplinary curriculum, Evergreen recruits faculty members having more than a single academic speciality. Faculty are expected to participate in faculty seminars, lead seminars in areas outside their own expertise, and alternate between the three major instructional modes (coordinated study, and group and individual contracts). Faculty members also counsel students and work with them on certain skill development.

3. Delivery System

(a) Time/Space Requirements - Residency

Part-time studies are available for working people who seek to complete their college studies on a gradual basis.

Many of these programs operate during the late afternoon or evening hours to accommodate the part-time student. Normal academic progress for a full-time student entails no more than four Evergreen units of credit per quarter (16 quarter hours) or twelve Evergreen units per academic year.

(b) Independent Studies Utilization

Independent study is available through the development of individual contracts in the Evergreen program.

(c) External Nature

Evergreen has provided a limited number of older students with the opportunity to earn credit through learning experiences not requiring their presence on the campus all or most of the time.

(d) Media Utilization

A newspaper, FM radio station, and closed circuit television system operate in response to the students' interests, serving as a learning resource.

4. Methods for Learning/Instruction

As mentioned previously, individual contracts provide flexible opportunities for learning. Each faculty member in the Individual Contract pool is assigned a sponsorship of individual contracts and is able to carry, on the average, no more than 15 contracts at a time. Coordinated study is a group of faculty (3 to 5) and students (usually 60 to 100) studying a common theme or problem together using ideas and materials from several major fields. The group contract is a smaller type of program, usually 1 or 2 faculty with at most 25 to 45 students, involving indepth study of a single topic. Evergreen also offers an array of late afternoon and evening courses called modules. There are two self-paced learning centers on the campus which allow the students to learn, in an individualized and personalized way, basic skills, concepts, and even the subject matter content of a traditional course at a mastery level of their own choosing and at their individually chosen rate of progress. A self-paced learning unit is a self-contained instructional package dealing with a single unit of subject matter.

5. Admissions Requirement

Normally any high school graduate in the upper half of the graduating class is considered for admission. Beyond the high school diploma, there are no certain requirements for a specific number of high school units or course sequences. If the applicant is from anotehr college or university and has successfully completed 15 or more quarter hours, high school transcripts or test scores need not be submitted.

6. Completion Requirements

Evergreen students accumulate academic credit for work well done and levels of performance reached and surpassed. The minimum requirement for awarding the baccalaureate degree is 45 units of credit. Students enrolled in full-time work through four years at the College would normally accumulate 48 units. Any student transferring from another college must earn at least 12 Evergreen units before becoming eligible to receive the Evergreen degree.

7. Advanced Standing Processes

(a) Credit by Examination

The advanced placement examination of the CEEB as well as the College Level Examination Program are used to grant credit on the basis of examinations.

(b) Experiential Learning

The Office of External Credit handles students returning to college with work or independent study experience. The student must document that experience so as to demonstrate competence and petition for academic credit.

(c) Transfer Credit

The maximum credit that can be transferred is 33 Evergreen units (132 quarter hours) from other colleges and universities. The maximum amount of credit that can be transferred from two-year colleges is 23 units total. Credits earned at non-accredited institutions are evaluated on a case by case basis.

8. Advising and Counseling

Evergreen provides a variety of counseling services to students and employees through the Counseling Center and the Human Growth Center. The prime advisor for academic advising is the contract sponsor or faculty member who through conferences and evaluations helps the student to maintain the direction of the studies. There is an Office of Academic Advising to assist in this process.

9. Learning Resources

The Evergreen Library has more than 100,000 books as well as numerous audiovisual materials and equipment. Through computer services a series of seminars are presented for self-paced study sessions to assist Evergreen students in learning how to use the computer as an aid in their studies.

10. Evaluation Systems

(a) Student Progress

Evergreen State College follows a credit, no entry system of maintaining student records. A student's transcript contains only information regarding the work successfully completed. The contract is complete when the student and the sponsor have evaluated what was accomplished, how well it was accomplished, and what kind of progress the work represents towards the student's academic career.

(b) Program

Curriculum planning is the major responsibility of the Evergreen faculty. However, students participate actively in the process.

11. Costs:

(a) Tuition and Fees

See Section I., Part E.

(b) Program Costs

See Section I., Part F.

C. Recognition/Accreditation:

See Section I., Part G.

MARYLHURST EDUCATION CENTER (Northwest Association)
Marylhurst, Oregon 97036

I. Institutional Characteristics - General

A. Purpose:

Marylhurst Education Center is concerned with facilitating the full development and total well-being of each student. Emphasis is on each one's uniqueness and dignity. The board, administration, faculty, and staff share among themselves and with students a Christian view of humanity and a deep desire to serve others. Marylhurst bases its existence and its educational programs on the above philosophy and on the following goals:

1. To provide the opportunity for a quality education that includes individualized programs relevant to the needs and challenges of contemporary society;
2. To encourage and educate student participants to continue to actualize their potential for leadership, competence, and service;
3. To provide opportunities for broadening creative experiences leading to lifelong learning and global awareness for people of all ages.

B. Sponsorship:

Marylhurst Education Center is an independent college with a board of trustees as a governing body, except that the executive board of the Oregon Province of the Society of the Sisters of the Holy Names of Jesus and Mary must approve any action by the board which would increase a financial liability of the Center.

C. Size: (for an average of the three terms)

1977-78: Students 740 Faculty 22 (63 - part-time)

D. Degrees Offered:

Individualized Bachelor of Arts Degree with majors in communications, humanities, science/mathematics, social science and interdisciplinary studies
Designed Bachelor of Arts Degree with major in art or music
Designed Bachelor of Music Degree
Designed Bachelor of Science in Management Development

E. Costs (Tuition and Fees):

Tuition, all regular classes	$ 40	per quarter hour
Tuition, art (2 hours or less)	80	per term
Tuition, Independent/Directed Studies	55	per quarter hour
Tuition, Music Directed Studies	110	per term

Music lessons, private:		
60 minutes	$110	per term
45 minutes	100	per term
30 minutes	75	per term
Music lessons-group private	100	per term
Music lessons - group	60	per term

Admission Fee	$30	
Graduation Fee	25	
Course Waiver	20	per instructor contract hour
Course Challenge	20	per instructor contract hour plus
	15	per quarter hour of credit

Credit Overlay for Cooperative Programs		$ 15	per quarter hour
Fort Wright Education Credit		10	per course plus current Fort Wright fee
Education Planning Course, 2 credits at $45		$ 90	
PLE Workshop, 5 credits at $45		225	
PLE Evaluation	$360 +	10	per credit
Extension of portfolio draft review		2	per student
Library Card		5	public

F. Financial Data:

Total unrestricted revenue for the year ending June 30, 1977	$1,397,899
Total unrestricted expenditures for the year ending June 30, 1977	1,494,113

G. Recognition/Accreditation:

Marylhurst Education Center is accredited by the Northwest Association of Schools and Colleges

The College Music Division is a full member of the National Association of Schools of Music

Marylhurst is approved by the Oregon Educational Coord. Commission.

II. Nontraditional Characteristics

A. Definition of Nontraditional Learning:

An educational program which provides lifelong opportunities for people of all ages, especially adults. Flexibility in time, place, and delivery of services makes education available to many persons who previously have been excluded from the educational process.

B. Characteristics of Nontraditional Program(s):

1. Purpose of Program

See Section I., Part A.

2. Curriculum/Faculty

The designed degree programs offer degrees that have been established and maintained to provide students with a delienated educational program through the use of formal course work. The majors are art, music and management development. The individualized bachelor of arts degree program incorporates learning alternatives with an interdisciplinary approach. Majors are defined in terms of the general arts areas and are structured to promote study of many theories, concepts, and disciplines. The areas are communication, humanities, science/mathematics, and social science.

All full-time faculty are under one-year contracts. Full-time teaching load is considered 12 credit hours.

3. Delivery System

(a) Time/Space Requirements - Residency

Students may receive an external degree which is flexible in time and space requirements.

(b) Independent Study Utilization

Credit can be granted for independent study.

(c) External Nature

As mentioned in (a) above, Marylhurst offers an external degree. Also, Marylhurst allows students to take course work externally at other accredited institutions of higher education. Marylhurst also offers a variety of mobile programs arranged in packages which are flexible both as to time and place. These courses are offered to a group where 15 persons are enrolled.

(d) Media Utilization

A large selection of films, slides and tapes are available on order and are used by the various departments in their course work.

Our video taping systems are used extensively in many classrooms for instant feedback and the benefits are great. It is helpful to music students and is used as a teaching tool in Life Planning and Management Development courses, as well as in Early Childhood Education where it can record children's behavior for review by parents and teachers.

In addition, specially produced tapes have been made on campus for use in classrooms.

4. Methods for Learning/Instruction

One method is the traditional alternative with courses taught at Marylhurst sites. Other instructional modes involve external course work which has been mentioned above. Experiential learning such as internships, apprenticeships, field experiences and on-the-job training and independent studies, directed studies, and the mentor process also exists. Home study culminating in a concentrated weekend on campus is the method used for seminars in the areas of concentration.

5. Admissions Requirement

Marylhurst operates with an open admissions policy. In the designed degree program, interested students should possess a high school diploma or equivalent. In the individualized program, the interested student must examine his or her experiences in terms of degree requirements of Marylhurst and submit goals and reasons for pursuing the degree, previous college experience and any non-college prior learning experience.

6. Graduation Requirements:

180 quarter hour credits,
A minimum of 60 upper division credits,
A minimum of 40 Marylhurst credits,
A Residential Weekend Seminar.

Liberal Arts Requirements:

B.A. (60 qtr. hrs.) Distribution--a minimum of 12 credits representing at least two subjects in each of the following areas.

-- Communications	12 quarter hours
-- Humanities	12 quarter hours
--Science/Math	12 quarter hours
--Social Sciences	12 quarter hours
	48 quarter hours

The remaining 12 hours can be distributed anywhere within the Liberal Arts areas.

B.S., B.M. (40 qtr. hrs.) Distribution--a minimum of 10 credits in each of the following areas.

--Communications	10 quarter hours
--Humanities	10 quarter hours
--Science/Math	10 quarter hours
--Social Sciences	10 quarter hours
	40 quarter hours

7. Advanced Standing Processes

(a) Credit by Examination

Standardized examination programs may be used by students to achieve credit toward their degrees.

(b) Experiential Learning

Through the assessment of prior learning experiences, up to 90 quarter credits may be awarded toward a baccalaureate degree at Marylhurst. This assessment is done through development of a portfolio by the student. A review team assesses the amount of college credit to be awarded.

(c) Transfer Credit

Advanced standing may be obtained through credit for previous college and university education or military service schools.

8. Advising and Counseling

The Life Planning Center provides students with assistance and advice in planning their academic programs. Life Career Planning which includes unique assistance in helping adults integrate their needs, interests, and purposes through counseling, testing, utilization of resources, classes, and support groups is also available to students through the Life Planning Center.

9. Learning Resources

The on-campus library has a collection of approximately 105,000 volumes, current subscriptions to more than 200 periodicals, records, tapes, slides, films, maps, filmstrips, and transparencies. Books not available at Shoen Library can be obtained by quick delivery service, or via the mail, from other libraries around the state or the Pacific Northwest.

10. Evaluation Systems

(a) Student Progress

Grade reports are sent to the student after the close of each quarter using an alphabetical and numerical grading system where A = 4.0.

(b) Program

Requests for curriculum change or addition can be initiated by a student, faculty, administrator, or a board member. Evaluation methods are required for each course as a part of the course description. Feedback from students is solicited on a regular basis by questionnaires and interviews.

11. Costs

(a) Tuition and Fees

See Section I., Part E.

(b) Program Costs

See Section I., Part F.

C. Recognition/Accreditation:

See Section I., Part G.

PROMETHEUS COLLEGE (Northwest Association)
Tacoma, Washington 98499

I. Institutional Characteristics - General

A. Purpose:

Prometheus College has a purpose to extend experiences through which an individual may acquire the knowledge and competencies essential to career development, become oriented to lifelong learning, adapt to a world of accelerated change, and may develop the necessary skills to provide leadership in a society which needs responsible and creative participation.

B. Sponsorship:

The College is an independent non-residential institution with the governing body being a board of trustees.

C. Size:

Student size:: 60
Faculty: 80 instructional consultants in the academic program.
25 instructional consultants in the continuing education program.

D. Degrees Offered:

Bachelor's Degrees in Business Communications, Criminal Justice, Education, English, History, Psychology, and Sociology.

Master's Degrees in Business, Education, and Psychology.

E. Costs (Tuition and Fees): (Per quarter hour of credit)

$80/QH	Contracted studies	$30/QR	Continuing Education
50/QH	Classroom studies	50	Academic Program Coordinator(once)
25/QH	Prior Life Experience	50	Registration Fee (once)

F. Financial Data:

The College operates without the financial backing of any governmental body, religious order, or franternal organization, and is entirely dependent upon tuition, fees, endorsements, gifts, and grants for its support.

G. Recognition/Accreditation:

The College is a candidate for accreditation with the Northwest Association of Schools and Colleges.

II. Nontraditional Characteristics

A. Definition of Nontraditional Learning:

An educational program designed for individuals who seek personal development via educational alternatives which permit flexibility in time, place, organization, and method of study.

B. Characteristics of Nontraditional Program:

1. Purpose of Program

-- to increase educational access
-- to provide flexible study options
-- to meet specific student goals
-- to offer only those programs and courses for which the College is able to provide superior quality instruction

2. Curriculum/Faculty

The College functions as a senior college offering upper division graduate programs leading to baccalaureate and master's degrees. Curricular offerings are in business, communications, criminal justice, education, English, history, psychology, and sociology. At the graduate level, the major areas of study are business, education, and psychology. The College operates a division of continuing education which includes independent study, and inservice programs for professional and paraprofessional personnel.

The faculty include persons who have taught or are currently teaching at other institutions as well as leaders in business, education, law, government, industry, and the social services. The College brings together the instructor and student in an atmosphere with a potential for academic quality of instruction, learning, and curriculum.

3. Delivery System

(a) Time/Space Requirements - Residency

The College offers an alternative approach to individuals to eliminate any time and speace requirements.

(b) Independent Study Utilization

Independent Study is a major delivery method of the College's academic program.

(c) External Nature

The College is an external degree institution facilitating the educational programs of students wherever the they may live. The College with its individualized curriculum utilizes local facilities for all course instruction.

(d) Media Utilization

No specific mention of media use is evident in the submitted materials.

4. Methods for Learning/Instruction

Prometheus College opyrates on the Quarter Hour System of granting credit. There are three primary types of credit-generating options available to the Prometheus student: (1) Contracted Studies, (2) Classroom Studies, and (3) Prior Life Experience (PLE) or "Portfolio."

Progress toward a degree at Prometheus is based on course work or a combination of Method-of-Study options. Each course has learning objectives, a means of evaluating accomplishments of objectives and a grade. The difference between Prometheus and more traditional colleges is in the number of different formats by which course work may be completed:

-- Academic Courses(Classroom Studies)
-- Directed Study (Contracted Studies)
-- Tutoring (Contracted Studies)
-- Seminars (Classroom Studies)
-- Workshops (Classroom Studies)
-- Reading and Conference (Contracted Studies)
-- Internships (Classroom Studies/Contracted Studies)
-- Correspondence Courses
-- Independent Study (Contracted Studies)
-- Courses at Other Colleges and Universities

5. Admissions Requirements

Admissions requirements for the bachelor's degree:
The College has an open admission policy. A high school diploma or equivalent is required. Transcripts must be sent directly to the college and a $50.00 (non refundable) registration fee paid.

Admissions Requirements for the master's degree:
A bachelor's degree is required. Applicants must have sent directly to Prometheus transcripts from each institution of higher edcuation previously attended. Candidates must have good academic standing and personal standing at the institution last attended.

6. Completion Requirements

The bachelor's degree requires a minimum of 180 quarter hours of credit. A minimum of 55 must be allocated to general education. A minimum of 55 credits must pertain to the student's major area, 25 credits in a selected minor, and the remaining credit hours may be obtained through electives. Credits transferred from an accredited college or university may include 90 quarter hours of lower division credit and 45 quarter hours of upper division credit. At least 45 upper division quarter hours of credit must be completed through Prometheus College.

The master's degree requires a minimum of 65 quarter hours of credit. Credits transferred toward the master's degree may not exceed 25 quarter hours of credit and the final 40 quarter hours of credit must be completed at Prometheus College. Twenty of these last 40 can be prior life experience.

7. Advanced Standing Processes

Academic credit is awarded for prior learning and life experiences. A portfolio approach is used in awarding these credits. However, the approach may not be used to substitute for the requirements of the last 45 quarter hours taken at the bachelor's degree level nor the 20 quarter hours required core at the master's degree level. The student is charged a fee of $25.00 for each quarter hour of credit pregranted. Credit may also be transferrrd from accredited colleges and universities provided courses are relevant to the student's program. There is no transfer fee.

8. Advising and Counseling

Students are counseled to help them assess their career and academic objectives.

9. Learning Resources

The College has established agreements with local universities which permit students to have full library privileges.

10. Evaluation Systems

(a) Student Progress

The College operates a 4.0 grading system. Most evaluation techniques are developed depending upon the course, the student, and instructor. A comprehensive oral examination is required upon completion of all course requirements and of the project/thesis requirements at the masters degree level.

(b) Program

An evaluation committee meets annually to evaluate all college programs and advise as well as recommend priorities and directions to the board.

11. Costs

See Section I., Parts E. and F.

C. Recognition/Accreditation:

See Section I., Part G.

SIERRA NEVADA COLLEGE (Northwest Association)
Incline Village, Nevada 89450

I. Institutional Characteristics - General

A. Purpose:

The purpose of Sierra Nevada College is to offer quality education in small intimate seminars as an alternative to the impersonal atmosphere of giant public universities.

B. Sponsorship:

Sierra Nevada College is a private independent college with a board of trustees as the governing board.

C. Size:

Fall of 1976:

Students 124 Faculty 11 (regular)

14 (occasional)

D. Degrees Offered:

Baccalaureate Degree

E. Costs (Tuition and Fees):

Tuition per unit cost $30.00

F. Financial Data:

Total expenditures 1975-76: $294,474.00

Total source of income is tuition and the total of income for 1975-76 was: $318,397.00

G. Recognition/Accreditation:

Sierra Nevada College is accredited by the Northwest Association of Schools and Colleges.

II. Nontraditional Characteristics

A. Definition of Nontraditional Learning:

See Section I., Part A.

B. Characteristics of Nontraditional Program(s):

1. Purpose of Program

   See Section I., Part A.

2. Curriculum/Faculty

   Sierra Nevada College offers degree programs in the environmental sciences and creative arts along with a wide assortment of courses in the humanities and recreation.

3. Delivery System

   (a) Time/Space Requirements

   The school operates year round with each quarter comprised of one week of counseling, 10 weeks of instruction, one week of makeup classes and exams, and one week of recess. Requirements are broad in scope and flexibly administered.

   (b) Independent Study Utilization

   Under the direction of a faculty member, students can pursue special studies through intensive research and travel.

   (c) External Nature

   No mention of external nature among the submitted materials.

   (d) Media Utilization

   No mention among the submitted materials.

4. Methods for Learning/Instruction

   Methods for learning include more traditional teaching methods as well as the utilization of team teaching. Other methods involve independent study and field experiences.

5. Admissions Requirements

Persons holding a high school diploma supported by a satisfactory transcript or equivalent are invited to enroll at Sierra Nevada. If the minimum requirements are not met, the Academic Dean may pursue alternative procedures to determine one's admission to the College.

6. Completion Requirements

All courses are graded on a credit/no credit basis. Graduates will complete no less than 180 quarter units: 60 units in general education courses; 60 to 68 units in a major field; and 60 units of electives.

7. Advanced Standing Processes

No mention was evident in the submitted materials.

8. Advising and Counseling

The faculty and staff of Sierra Nevada are involved with the advisement and counsel of students. Instructors are often in the best position to advise students on career opportunities at hand.

9. Learning Resources

The library contains a collection of more than 9,000 volumes as well as an extensive collection of maps and serials.

10. Evaluation Systems

(a) Student Progress

The academic performance of all students is considered at the end of each quarter. At that time the Academic Dean reviews the student grade slips.

(b) Program

Students are free to petition the administration on all matters concerning curriculum. The entire curriculum is reviewed and evaluated annually by an evaluation committee. Questionnaires have also been sent to graduates to collect personal evaluations of the College.

11. Costs

    (a) Tutition and Fees

        See Section I., Part E.

    (b) Program

        See Section I., Part F.

C. Recognition/Accreditation

See Section I., Part G.

WHATCOM COMMUNITY COLLEGE
Bellingham, Washington 98225

(Northwest Association)

I. Institutional Characteristics - General

A. Purpose:

Whatcom Community College provides educational opportunities and services responsive to the needs of the people of Whatcom County. The College assists individuals in identifying and achieving appropriate career objectives and personal goals, while emphasizing associate degree programs in the arts and sciences and in occupations. Whatcom Community College provides opportunities and services of the highest quality in places, at times and in ways that give the greatest possible access for the people of the county.

B. Sponsorship:

Whatcom is a public community college with the board of trustees as a governing body of the college.

C. Size:

1978-79: Students 2,500 headcount Faculty 120 (including part-time)

D. Degrees Offered:

Associate in Arts and Sciences
Associate in Applied Arts

E. Costs (Tuition and Fees):

Tuition Fees:

Resident Student (full-time, 10-18 credit hours)	$ 93.50
Resident Student (part-time, per credit hour 1-6 credits)	9.35
Nonresident Student (full-time, 10 or more credit hours)	387.50
Nonresident Student (part-time, per credit hour - 7-9 credits)	38.75
International Correspondence School (1 credit for each course part, per credit)	14.85
Examination Fees, credit by examination:	
Course Challenge Examination Fee	10.00
CLEP Examination Fee	25.00
Experiential Learning Credit (fee per credit hour)	3.74

F. Financial Data:

Budget for 1978-79	$2,091,170.00
State Appropriations (Primary support for the College)	2,024,196.00

G. Recognition/Accreditation:

Whatcom Community College was accredited by the Northwest Association of Schools and Colleges in 1976.

The College is approved by the Washington State Board for Community College Education and is a member of the Washington State Association of Community Colleges.

II. Nontraditional Characteristics

A. Definition of Nontraditional Learning:

Educational programs and services offered throughout the county at times, locations, and in ways that meet a wide range of individual and community needs and ensure continuity and timely completion of student goals.

B. Characteristics of Nontraditional Program:

1. Purpose of the Program

The purpose of the instructional program is to provide both preparatory and supplemental training in occupational fields requested and not readily available from other institutions in Whatcom County; an Associate in Arts and Sciences Degree program that will transfer to four year institutions; and opportunities for individuals interested in avocational and developmental education.

2. Curriculum/Faculty

There are four primary program areas in the curriculum: transfer, vocational/occupational, developmental, and avocational.

The College employs faculty that are open to flexible modes of instruction appropriate to diverse and non-traditional student body. Faculty are either tenured or non-tenured.

3. Delivery System

(a) Time/Space Requirements - Residency

Whatcom Community College offers educational programs during the academic year which is 33 weeks long and has 163 actual teaching days. Courses are offered throughout the County wherever the students needs can be met.

(b) Independent Study Utilization

Independent study is offered providing an opportunity for students to become involved in individualized education outside the traditional classroom.

(c) External Nature

All educational needs are met in facilities throughout the County.

(d) Media Utilization

Unknown.

4. Methods for Learning/Instruction

In addition to traditional classroom experiences, there is an alternative learning experience program that provides education on an individual basis tailoring and fitting learning conditions and situations to individual needs and interests. Independent study is offered through an individual learning contract designed by the student with the assistance of a facilitator. The College offers business and industry related courses in cooperation with the International Correspondence School. The Multi-Occupational Program provides an individualized vocational contract developed by a committee consisting of the student, a facilitator, and the employer or community resource person.

5. A candidate for admission as a regular student must be a high school graduate or be at least 18 years of age, and a United States resident. Special consideration may be given on an individual basis to applicants not meeting these requirements.

6. Completion requirements for graduation include (1) Satisfaction of general specific requirements of the College including the fulfillment of all financial obligations; (2) Twenty-five residency credits are required for graduation, which may include classroom instruction, experiential learning, and examination credit evaluated by the College, individualized learning contracts, approved correspondence courses and cooperative education; (3) A cumulative grade point average of 2.0; (4) Ninety course credits successfully completed.

7. Advanced Standing Processes

(a) Credit by Examination

A student may challenge a course by completing a course challenge form and taking an examination designed for the course being challenged. Also, credit may be earned by taking a CLEP exam.

(b) Experiential Learning

The College recognizes acquired knowledge and skills through personal life experiences and learning as valid and will assist a person developing a Portfolio as the basis of documentation and evaluation of the learning.

(c) Transfer Credit

Transcripts from accredited higher education institutions are officially evaluated for all students entering degree or certificate programs.

(d) Other

A student who has received training through the United States Armed Forces Institute may have such training evaluated for college credit.

8. Advising and Counseling

Advising is provided at Marine Drive Instructional Center and the Administrative Service Center. Counseling is provided at Marine Drive Instructional Center and other locations by appointment.

9. Learning Resources

The Learning Resources Center supports all the instructional activities at the College providing a collection of print and and nonprint materials. A library collection of 9,000 titles which consist of books and non-print materials support the course work at Whatcom. Other library sources are available as well through a cooperative agreement with Western Washington University.

10. Evaluation Systems

(a) Student Progress

A letter grading system of A, B, C, and D is transferred into grade points per registered credit.

(b) Program

An institution evaluation plan has been designed as a feedback tool to evaluate instructional programs in order to gather data for faculty and students to be used in program modifications, continuation, termination, or additions.

11. Costs

    (a) Tuition and Fees

    See Section I., Part E.

    (b) Program Costs

    See Section I., Part F.

C. Recognition/Accreditation:

See Section I., Part G.

WHITWORTH COLLEGE
Spokane, Washington 99251

(Northwest Association)

I. Institutional Characteristics - General

A. Purpose:

Whitworth College exists to education students in liberal studies. The significance of Christian faith serves as a coordinating theme giving overall direction to the institution guiding its educational objectives, and providing the motivation, vision, and quality to its corporate life. A third feature of the purpose is dedication to the goal of human development, believing that every aspect of the life of the college--whether curriculum planning, lifelong learning, the range of student services, residence hall decision making or faith development--can benefit from the process model of human growth.

B. Sponsorship:

Whitworth College is a private institution with a governing body consisting of a board of trustees. Whitworth is affiliated with the Alaska-Northwest Synod of the United Presbyterian Church, U.S.A.

C. Size:

Fall 1978:

Students 1,701 Faculty 69 (full-time)
45 (part-time)

D. Degrees Offered:

Bachelor of Arts
Bachelor of Science

Master of Education
Master of Arts in Teaching
Master of Arts in Applied Behavioral Science
Master of Arts in Religious Studies

E. Costs (Tuition and Fees):

Tuition for the Academic Year	$3,325.00
Fees	194.00

F. Financial Data:

Budget for 1976-77	$6,635,700.00
Endowment - unrestricted	127,266.00
- restricted	54,027.00
Primary Support: Tuition,Fees	3,820,324.00

G. Recognition/Accreditation

Whitworth College is fully accredited by the Northwest Association of Schools and Colleges.

The College is also accredited by numerous specialized agencies.

II. Nontraditional Characteristics

A. Definition of Nontraditional Learning

See B. 1 and B. 4 below.

B. Characteristics of Nontraditional Program(s):

1. Purpose of Program

Whitworth has moved to diversified students and clientele so that young undergraduates share learning experiences with significantly older people who have had the benefit of another perspective on the world.

2. Curriculum/Faculty

Twenty-two separate academic departments are organized into six divisions: Applied Studies Division, Behavioral Science Division,Communications and Fine Arts Division, Humanities Division, Natural Science Division, and Social Science Division. The process of approval for academic credit in the lifelong learning program is the same as other parts of the undergraduate college.

When possible regular faculty are used as instructors of courses offered in lifelong learning. The regular faculty is sometimes supplemented with qualified persons from the community who possess particular knowledge or skills needed in the program.

3. Delivery System

(a) Time/Space Requirements - Residency

Course offerings in evening school are designed to meet the needs of four publics: (1. Adults from the community who wish to enrich their lives through study in a specific area such as religion or philosophy, (2. Persons with day time jobs who wish to complete a baccalaureate program at night, (3. Persons with baccalaureate degrees who wish to pursue master level degrees, and (4. Persons who wish to complete a course work which is directly related to their career.

(b) Independent Study Utilization

Students who desire college credit may arrange with a faculty sponsor for independent study.

(c) External Nature

Limited programs have instructional responsibilities assumed by another college or group.

(d) Media Utilization

Occasional coursework in conjunction with TV and newspapers.

4. Methods for Learning/Instruction

In addition to traditional classroom learning methods, independent study, individual field study, and internship programs also provide most instruction.

5. Admissions Requirement

Baccalaureate Program - High school diploma with a strong academic preparation. Tests are also required and used to assist in evaluation of a students preparation for academic work.

Graduate Admission Requirements - Bachelor's degree from an accredited college or institution.

6. Completion Requirements

Undergraduate Completion Requirement: (1. Depth in one area, (2. Breadth in all divisions, (3. Core courses, (4. A communications option, (5. Off-campus study, (6. Biblical literature, (7. Physical education, and (8. Academic achievement evidenced by completing 37 full courses plus physical education with an average grade of "C" or better.

Graduate Degree Requirements: (1. A minimum of 9 full courses of study in approved courses, (2. Not more than the equivalent of 2 full courses of graduate credit may be transferred, (3. Candidates must earn at least a grade of "B" in all graduate work, (4. At least 4 full courses of credit must be earned in courses numbered 500 or above, (5. Successful completion of comprehensive examination based on three foundational courses, or (6. Whatever proof of competence in research is requried through either writing of a thesis or successful completion of an educational study.

7. Advanced Standing Processes:

   (a) Credit by Examination

   Credit and/or advance placement are given based on sufficiently high scores on CEEB advanced placement and CLEP (general and subject) Exams. There is also a locally-based structure for challenging Whitworth courses.

   (b) Experiential Learning

   Credit for life experience is not given at this time with the exception of military service.

   (c) Transfer Credit

   Credit may be transferred from accredited colleges and universities and college-level academic course work from community and junior colleges.

8. Advising and Counseling

   Professional counseling services are available through the Counseling Center. The Office of Learning Resource Services is a referral center for students having academic difficulties; tutoring services are available to help those who need assistance in specific subjects and workshops are offered on various learning skills. Faculty advisors assist students with course selection and explain academic requirements and degree requirements.

9. Learning Resources

   The library collection totals approximately 72,825 volumes. Other resources include an audiovisual center and a computer center.

10. Evaluation Systems

   (a) Student Progress

   The student's advisor is supplied with updated academic records each term. Evaluations covering progress toward graduation are done during the junior and senior years.

   (b) Program

   The evaluation of curricular items are the responsibility of the individual academic department. The instructor evaluation form is used regularly in all courses to provide feedback from students.

11. Costs

(a) Tuition and Fees

See Section I., Part E.

Persons age 65 and older may take one or two courses for credit or audit at no tuition cost in the Senior Scholar Program.

(b) Program Costs

Budgets for the programs under lifelong learning are derived through the same processes for the programs of the college with the exception that these programs are intended to be individually self supporting from tuition and special grants.

C. Recognition/Accreditation

See Section I., Part G.

SOUTHERN ASSOCIATION INSTITUTIONAL PROFILES

EAGLE UNIVERSITY (Southern Association)
(A Consortium of 10 Accredited Institutions)
Fort Campbell, Kentucky 42223

I. Institutional Characteristics - General

A. Purpose:

The official purpose of Eagle University is to provide quality education programs for the Fort Campbell community.

B. Sponsorship:

Eagle University is a consortium of the following colleges and universities: Austin Peay State University, Embry-Riddle Aeronautical University, Hopkinsville Community College, Middle Tennessee State University, Murray State University, Nashville State Technical Institute, Tennessee State University, University of Evansville, University of Tennessee at Nashville, Western Kentucky University, and Vanderbilt University School of Divinity. Also included is the Fort Campbell dependent school system.

Austin Peay State University holds a contract with the United States Army for the operation of Eagle University.

The Eagle University Consortium Board is composed of the chief academic officer or designate of each participating institution which has general purview over the consortium agreement.

C. Size:

Students 1,842 (1976)

The Eagle University faculty is composed of representatives of the member institutions that are providing instruction during a given term.

D. Degrees Offered:

Certificate, associate, baccalaureate, master's, and doctoral programs are available from the member institutions.

E. Costs:

Standard undergraduate - $19.00 per quarter hour
Standard graduate - $38.00 per quarter hour

Embry-Riddle Aeronautical University - $28.00 per quarter hour
Vanderbilt University - $69.00 per quarter hour
University of Evansville - $40.00 per quarter hour

F. Financial Data:

The two basic revenue sources for Eagle University has been an annual, non-personal services administrative contract with the United States Army and student tuition. For fiscal year 1977 the contract was $82,000 and the budget was $281,000.

G. Recognition and Accreditation:

All consortium members are accredited by the Southern Association of Colleges and Schools or North Central Association of Colleges and Schools.

II. Nontraditional Characteristics

A. Definition of Nontraditional Learning:

Unknown

B. Characteristics of Nontraditional Program:

1. Purpose -

The primary purpose of Eagle University is to serve the educational needs of a specific military community. Eagle University is the first higher education consortium that was initiated and sponsored by a military agency.

2. Curriculum and Faculty -

Basic freshman-sophomore courses are offered, as are junior-senior level and graduate courses in education, psychology, sociology, history, political science and public administration. Associate degree programs are in law enforcement, business technology and aviation. Each university is responsible for the hiring and payment of its faculty members.

3. Delivery System -

(a) Time/space requirements

Residency
The delivery system implemented in the Fall, 1976 was comprised of four 10-week terms of fall, winter, spring, and summer with each term including two 5-week sessions. The overall result was eight independent 5-week sessions

throughout the year and four 10-week terms encompassing two of the 5-week sessions. Classes were generally scheduled to be completed within the 5-week session. All classes met two or more times during each of the five consecutive weeks. Graduate courses and selected undergraduate courses continued to be scheduled on a weekly basis for ten consecutive weeks. Effective fall term, 1977 another modification was to be implemented which would compress the previously described 5-week sessions to the extent that the five 10-week terms will be delivered during a time frame when heretofore four terms were offered. The maximum number of credit hours for which an undergraduate student may enroll for a single full term is 20 quarter hours with a 14 quarter hour maximum for graduate students. The maximum course load for 5-week sessions is 10 undergraduate quarter hours or 7 graduate quarter hours.

(b) Independent study utilization

The extent that independent study is used would be dependent upon the course and instructor from the respective institution.

(c) External nature

All academic programs from the participating institutions are offered externally at the military installation.

(d) Media utilization

Media is used to the extent that would be expected in the courses offered.

4. Methods for Learning -

The learning methods would vary depending upon the course and instructor but appear to be traditional in nature.

5. Admissions Requirement -

Regular undergraduate admission is extended to students who are high school graduates as well as those with a minimum average of 45 on the GED test. The majority of Eagle University undergraduates are admitted as "special undergraduate students." This category does not require students to submit high school transcripts, GED scores, or credit of previous college experience which is desirable because of the transient nature of the military population. Students seeking graduate admission are required to file with Eagle University a transcript indicating receipt of the baccalaureate degree from an accredited institution or a letter from the consortium member institution through which a degree is being pursued indicating that admission has been accomplished including the receipt of credentials and transcripts.

6. Completion Requirements -

Completion requirements awarding of credits would be determined by the individual institution offering the specific academic program.

7. Advanced Standing -

It is assumed that all advanced standing processes would be identical to those available at the consortium member institutions, including credit by examination, and credit for military experience.

8. Advising and Counseling -

Academic advisement is provided by counselors of the Fort Campbell education branch.

9. Learning Resources -

The library located at Eagle University contains approximately 40,730 titles and 65,414 volumes in hard copy. Audio-visual materials are also available for use by students and faculty.

10. Evaluation Systems -

(a) Student progress

Eagle University has implemented a system to monitor the satisfactory academic progress of students and place on probation and/or suspend students who fail to maintain required academic averages. A particular scholastic grade point average is required in relation to the number of quarter hours that have been attempted. For example, 21.1 to 39 quarter hours attempted a minimum grade point average of 1.0 is required.

(b) Program

Education branch counselors and Eagle University administrative staff receive recommendations concerning courses and programs the students desire. In addition to this, occasional surveys are conducted to gather additional information.

11. Costs -

Please refer to Section I., Part E.

C. Recognition and Accreditation:

Please refer to Section I., Part G.

FLORIDA INTERNATIONAL UNIVERSITY (Southern Association)

Tamiami Trail
Miami, Florida 33199

I. Institutional Characteristics - General

A. Purpose:

Florida International University offers upper level and graduate programs designed to achieve three goals: (1) the education of students; (2) service to the community; and (3) greater international understanding.

B. Sponsorship:

Florida International University is a public, state controlled member institution of the State University System of Florida, controlled by the Florida Board of Regents.

C. Size:

Students 11,700 (1977-78) Faculty 460 (full-time)
42 (part-time)

D. Degrees Offered:

Bachelor of Arts
Bachelor of Fine Arts
Bachelor of Science
Bachelor of Business Administration
Bachelor of Public Administration
Bachelor of Technology
Master of Science in Community Psychology
Master of Science in Mathematical Sciences
Master of Business Administration
Master of Science in Management
Master of International Business
Master of Science
Master of Science in Dietetics
Master of Science in Hotel and Food Service Management

E. Costs:

Upper level undergraduate courses - $16.50 per quarter hour
Non-Florida residents - $51.50 per quarter hour
Graduate courses, Florida residents - $22.00 per quarter hour
Non-Florida residents - $62.00 per quarter hour

F. Financial Data:

Educational and General Expenditures	1977-78
Instruction	$11,286,934
Research	292,050
Public Service	2,008,216
Academic Support	3,782,330
Libraries*	1,257,940
Student Services	1,484,347
Institutional Support	5,499,154
Operation & Maintenance of Plant	3,968,207
Scholarships and Fellowships	489,634
Total	$30,068,812

*Excludes Media

Current Funds Revenue	1977-78
Government Grants and Monies	$ 2,546,133
All Other E&G Funds Revenue	26,795,397
Student Aid Funds Revenue	1,415,425
Auxiliary Enterprises Funds Revenue	640,310
Total Current Funds and Revenue	$31,397,265

G. Recognition and Accreditation:

All academic programs of Florida International University are approved by the State Board of Education and the Board of Regents of Florida. The University is an accredited member of the Southern Association of Colleges and Schools. The professional programs of the respective schools of the University are accredited or approved by the appropriate professional associations or are making satisfactory progress toward full professional accreditation or approval.

II. Nontraditional Characteristics

A. Definition of Nontraditional Learning:

Students are able to take advantage of all educational resources throughout the State of Florida without requiring residency on any campus.

B. Characteristics of Nontraditional Program:

1. Purpose

The purpose is the same as stated in Section I., Part A; however, met through a self-directed non-residential program for residents of the State of Florida.

2. Curriculum and Faculty -

The curriculum for the external degree program is the same as found in regular degrees offered by the College of Arts and Sciences, the School of Public Affairs and Services, the School of Technology, the School of Business and Organizational Sciences, and the School of Hospitality Management.

The faculty is the regular faculty of Florida International University.

3. Delivery System -

(a) Time/space requirements - residency

Students may enroll in the program beginning their course of study at any time. The length of time required for each student will vary according to the amount of credit needed for completion and the speed with which the individual student wishes to work. There is no residency requirement.

(b) Independent study utilization

When it is clear that classroom work is unsuitable or impossible for a particular student, arrangements for independent study conducted at home or on the job and off of any university campus are worked out through reading lists, research papers, and educational projects.

(c) External nature

As well as the State University System External Degree Program, a student can earn credit toward the bachelor's degree and courses and programs offered through the Department of Off-Campus Credit Programs.

(d) Media utilization

A media center is available to serve faculty, staff, and students.

(e) Other

Individual study plans are designed for each student in the form of an educational contract. In the contract the student is awarded credit for previous academic experience and for previous work and other life experiences. The contract specifies program of study outlining what remains to be done for completion of a baccalaureate degree.

4. Methods for Learning -

Learning methods include traditional forms such as formal classroom work as well as previously mentioned independent study projects such as reading lists, research papers, and other educational projects.

5. Admissions Requirements -

The following requirements pertain to the external degree program:
(a) Florida residency
(b) completion of two years of college studies or the equivalent
(c) commitment to independent study
(d) acceptance as an external degree student by a faculty advisor
(e) initial interview of approximately one-half day.

6. Completion Requirements -

The completion requirements are set individually in each educational contract.

7. Advanced Standing - ·

(a) Credit by examination

Advanced standing may be granted from the standardized college level examination program (CLEP).

(b) Experiential learning

Various methods of evaluation are used by faculty to assess a student's competence level and grant advanced standing accordingly. This may include individual, written, and oral presentations before persons with established credentials in the disciplines. Examples of work and other life experiences which may be considered for credit are: in-service training, short courses, continuing education, correspondence studies, seminars, travel, and professional occupational experiences.

(c) Transfer credit
An undergraduate student admitted to the University will receive credit for all previous academic work appropriate to the degree desired.

8. Advising and Counseling -

A variety of special advising and counseling is provided by a range of qualified professional staff to aid any student experiencing difficulty with career choice and/or personal growth.

9. Learning Resources -

The library comprises 360,000 volumes in addition to other substantial holdings. To provide the most readily accessible computer support, resources from Florida International University and Florida Atlantic University had been pooled into a single data center for computer services.

10. Evaluation Systems -

(a) Student progress

Standard grading systems are available for Florida International students.

(b) Program

Unavailable

11. Costs -

Please refer to Section I., Part E.

C. Recognition and Accreditation:

Please refer to Section I., Part G.

MARS HILL COLLEGE
Mars Hill, North Carolina 28754

(Southern Association)

I. Institutional Characteristics - General

A. Purpose:

The total college program through which Mars Hill pursues its commitment to liberal arts education in the Christian faith emphasizes personal inquiry, aesthetic experiences, and a college culture conducive to these ends.

B. Sponsorship:

Mars Hill College is a private, liberal arts college affiliated with the Baptist State Convention in North Carolina and subject to the Board of Trustees elected by the Baptist State Convention in North Carolina.

C. Size:

For the Year 1976-77:

Students	1541 (full-time)	Faculty	100 (full-time)
	87 (part-time)		8 (part-time)

D. Degrees Offered:

Diploma
Associate
Bachelor's

E. Costs (Tuition and Fees):

Schedule of expenses for 1978-79:

Tuition	$2,250.00
Fees	110.00
Room	390.00
Board	645.00
Residence Hall Fee	25.00
Total	$3,420.00

F. Financial Data:

Educational and General Expenditures for 1976-77	$5,990,947.28
Total Funds and Revenue	7,344,747.68

G. Recognition/Accreditation:

Mars Hill College is fully accredited by the Southern Association of Colleges and Schools, the National Association of Schools of Music and the State Department of Public Instruction for Teacher Education in North Carolina.

II. Nontraditional Characteristics

A. Definition of Nontraditional Learning:

According to the Mars Hill College catalog, nontraditional learning provides for college-level examination program credit, reflective life experience credit, and credit by examination.

B. Characteristics of Nontraditional Program(s)

1. Purpose of Program

See Section I., Part A.

2. Curriculum/Faculty

The college has stated its curricular requirements in terms of competencies rather than simply in terms of required courses and credit hours. This approach permits the college to deal with each student on a personal basis and in terms of the student's specific needs and aspirations. A curriculum designed around competencies consists of at least three basic elements. First an overall statement of competencies to be acquired for a successful completion of the program; second, sets of evaluative criteria and standards for each competence which define the scope and level of proficiency required for successful attainment; and third, sets of experiences designed to assist the student in attaining the required competencies.

During the period 1973 to 1975 the W. K. Kellogg Foundation supported a project at Mars Hill College to assist the faculty to acquire the skills and resources needed to complete the design and to initiate the implementation of a competence-based curricula for all areas of the college.

3. Delivery System

(a) Time/space requirements - Residency

The college operates on a school year divided into four major segments--a fall semester, a three-weeks short term, a spring semester, and a summer session. A maximum load of 4 1/2 courses may be taken during the fall and spring semesters, while only one course may be taken during the January short term. Two courses constitute the maximum load allowed during each summer term. Residence requirement for a degree is the senior year at Mars Hill in which a minimum of 36 semester hours of credit, including one short-term course, are earned.

(b) Independent Study Utilization

There are opportunities in most academic departments for students to engage in independent study, research, seminars, and directed reading. A student may not engage in more than seven independent study projects in completing the requirements for any degree offered by the college. In no case may a student substitute an independent project for any regular course requirement.

(c) External Nature

The college recognizes the importance of travel and study in other parts of the nation and the world and encourages its students and faculty to participate in travel study programs.

(d) Media Utilization

A 10-watt educational FM radio station broadcasts approximately 100 hours per week.

(e) Other

Continuing Education Program - This program is an attempt to respond to the needs of adults in the region who are older than normal college students. Classes are usually held in late afternoons and in the evenings in churches or schools. Credit may be obtained through examination, internships, or independent study.

4. Methods for Learning/Instruction

Many experiential oriented opportunities such as tutoring, student teaching, social work practicum, and co-op education are offered through various academic departments. In addition to traditional methods of learning such as lectures and classroom discussion, internships and independent study also play an important role at Mars Hill College.

5. Admission Requirements

Applicants should present evidence of educational preparation representative of graduation from an accredited high school with a minimum of 16 units of credit. It is desirable that they have an average of "C" or better on all college preparatory work. For older nongraduates, the GED equivalency may suffice. All applicants for admission, except transfer students, are required to take the SAT, however, no specific minimum scores are required.

6. Completion Requirements

Graduation requirements for students are competencies in six general studies areas, six "ways of knowing" and in one area of specialization. Successful attainment of these competencies must be certified by the appropriate assessment teams as follows:

Competence Area:	Communication, 4 units Personal Knowledge, 2 units Sciences, 2 units Aesthetics, 1 unit Cultural Values, 2 units Synoptics, 2 units
Specialization Area:	11 Units

7. Advanced Standing Processes

(a) Credit by Examination

Any student who desires to test out certain course experiences or competencies may do so by making application through the appropriate department involved. Guidelines for upper limits of credit to be applied is 8 courses with 32 semester hours.

(b) Experiential Learning

Credit for Reflective Life Experience may be awarded to students on the basis of their participation and learning experiences outside formal education institutions, provided such experiences can be documented and evaluated by an assessment team. The maximum credit for reflective life experience is 7 courses or 28 semester hours.

(c) Transfer Credit

Any student wishing to take a course from another institution and transfer their credit to Mars Hill, while being classified as a student at Mars Hill, must secure permission from the registrar prior to taking the course.

NOVA UNIVERSITY
Ft. Lauderdale, Florida 33314

(Southern Association)

I. Institutional Characteristics - General

A. Purpose:

To create, evaluate and disseminate new educational models.

To direct research toward those areas which, because of Nova University's location and environment, make it an ideal place for a research laboratory to be located.

To create service-oriented institutes that can make unique contributions to the expansion of knowledge and provide a service as well.

To create service-oriented units which can make sufficient contributions to Broward County.

B. Sponsorship:

Nova University is independent, nonsectarian, non-profit, and racially nondiscriminatory. In 1970 Nova University joined in an educational consortium with the New York Institute of Technology, an independent, non-profit institution, with campuses in Manhattan and Old Westbury, Long Island.

C. Size:

1977-78

Students 943 (full-time) Faculty 62
5343 (part-time)

D: Degrees Offered:

Bachelor of Science (Nova College)
Master of Science
Master of Business Administration
Doctorate (Ph.D., Ed.D., DPA, DBA)

E: Costs (Tuition and Fees):

Total Educational and General Expenditures for the year 1977-78	$14,134,657.00
Current Funds Revenue	13,451,287.00

G. Recognition/Accreditation

Nova University is accredited by the Southern Association of Colleges and Schools.

II. Nontraditional Characteristics

A. Definition of Nontraditional Learning:

Learning opportunities which minimize the rigidities of campus-based programs, such as time, location, space, residence, and systems of academic accounting.

B. Characteristics of Nontraditional Program(s):

1. Purpose of Program

The purposes vary among programs.

2. Curriculum/Faculty

The curriculum varies considerably among Nova's nontraditional programs. Most of these programs have a prescribed curriculum appropriate to the specific purposes of the program and to the program's intended student clientele. Most of Nova's off-campus or nontraditional programs utilize adjunct faculty as national lecturers, but all have full-time central staff and/or faculty. Most programs also utilize cluster coordinators as the local representatives who serve as the liaison between the cluster of students in the field and the University.

3. Delivery System

(a) Time-Space Requirements - Residency

Most of Nova's off-campus or nontraditional programs require participation in on-campus Summer Institutes or National Workshops. But these Institutes or Workshops are not called "residence" or "residency."

(b) Independent Study Utilization

All of Nova's nontraditional programs require a great deal of independent study, which is facilitated by study-guides developed by each program.

8. Advising and Counseling

The Counseling Center provides the following services: (1. Counseling in the area of personal development, problem solving and career or life planning; (2. Group learning experiences; (3. Vocational testing; and (4. Placement. Each incoming freshman becomes part of a mentor group which consists of about 17 freshmen and a mentor team composed of a faculty member and an upper-class student. The team works with the mentor group during the orientation prior to the opening of the fall semester and throughout the semester.

9. Learning Resources

The largest unit of instruction serving all the students of the college, the library, is an integral part of the academic structure and intellectual life of the college with a book collection of 85,000 volumes, subscriptions to 750 periodicals and a substantial microforms collection.

10. Evaluation Systems

(a) Student Progress

The evaluation of student progress toward competence will involve both objective and subjective measurements. When the competencies which involve subjective measurements of student progress are deemed significant for a liberal education, when the arbitrary criterion standards are printed for public examination, and when safeguards are installed to protect against caprice, then subjective evaluation may be the only appropriate device in evaluating a student's development toward an attainment of competence.

11. Costs:

See Section I., Part E.

C. Recognition/Accreditation

See Section I., Part G.

(c) External Nature

Three of Nova's programs are offered through nationwide delivery systems at off-campus locations in a number of states.

(d) Media Utilization

Most of Nova's nontraditional programs use printed study-guides, and some of the programs also utilize media instruction in the form of audio and video cassettes in some study areas.

4. Methods for Learning/Instruction

Instead of bringing students to courses, Nova organizes participants into local clusters. The local cluster is a setting for exploring substantive study areas undertaking practical projects and developing educational activities relating to the community. Flexible in nature, clusters serve as centers where participants can come to view themselves as resources to one another and to local and state educational policy makers. Study guides and resources have been written by the senior national lecturer or prepared under his or her directions to provide participants with resources for gaining access to the literature within the disciplines and the behavioral sciences in general and contextual resources for interpreting the literature. Practicums are used extensively as actions to improve an educational system. A practicum is defined as an exercise in problem solving in a real school setting and provides a learning as well as a doing experience. Summer institutes were conceived as a way of providing a national perspective for participants. Daily meetings, discussions, and presentations provide a form for face to face sharing of experience, expertise, and views on matters of primary concern to school communities across the country. Resource people are brought to the summer institutes, not just to lecture formally but also to be available for individual discussion with participants.

5. Admissions Requirements

The admissions requirements are similar to many doctoral programs except that the applicant is required to be employed in a position which relates directly to the doctorate to be obtained.

6. Completion Requirements

Completion requirements vary with each program. However, each nontraditional graduate program maintains careful means of student evaluation for each course, study area, student module, sequence, practicum of Major Applied Research Project (MARP). Some programs also include both oral and written comprehensive examinations, and other methods to insure the quality of performance by the students.

7. Advanced Standing Processes

(a) Credit by Examination

Within Nova College, Nova's Center for Undergraduate Studies, college level examinations are recognized for advanced standing. These include the CLEP and PEP examinations. CLEP and PEP credit may not count toward the 30 credits minimum that a transfer student must take at Nova. A maximum of 30 college credits may be earned through a CLEP examination by meeting the required 50th percentile.

(b) Experiential Learning

Credit may be granted for knowledge gained by the student in the course of his career or life experience. This experience, of course, must be applicable to the objectives of the student's curriculum and satisfactorily documented and authenticated.

(c) Transfer Credit

Transfer Credit may be granted for prior college study.

8. Advising and Counseling

Advising and counseling is handled by the faculty, cluster coordinators, central staff, and national lecturers.

9. Learning Resources

Each major Center on the Nova University campus has a library designed to serve the students and faculty in that Center. The national or off-campus programs have various means of providing appropriate learning resources to the students in these programs. One of these means is the extensive Information Retrieval Service developed by and for the two national Ed.D. programs.

10. Evaluation Systems

(a) Student Progress

At the undergraduate level, the academic standard is computed for each student similar to that of traditional undergraduate programs. In the national programs, evaluation of students varies among programs, but it generally relates to the successful completion of each program requirement including study areas, modules, sequences, practicums, or Major Applied Research Projects (MARP).

(b) Program Evaluation

Each national program has various program evaluations. During 1975 the Ford Foundation provided a major grant to the University to conduct an analysis and formative evaluation of Nova's three national doctorate programs. This study was completed in 1977, and it included sending questionnaires to all current participants and alumni of these programs. (A monograph is available reporting on this study.)

11. Costs

The tuition fees vary dependent upon the specific program being pursued by the student.

C. Recognition/Accreditation

See Section I, Part G.

STATE TECHNICAL INSTITUTE AT MEMPHIS (Southern Association)
5983 Macon Cove
Memphis, TN 38134

I. Institutional Characteristics - General

A. Purpose:

The primary objective of the State Technical Institute is to accept the broadest possible range of high school graduates and to produce the qualified aid to professional personnel in engineering, physical science, and computer science technologies, and the technician or technical worker in support of business and industry in the field of production, distribution, or service. The secondary objective is to cross train or upgrade employed persons as paraprofessionals or technical workers in these same areas.

B. Sponsorship:

The State Technical Institute at Memphis is a two-year, co-educational, college level institution established by the Tennessee State Legislature. STIM's board of governance is Tennessee State Board for Vocational Education. The Tennessee State Department of Education provides the administrative support for the Institute.

C. Size:

Students	2,405	(full-time)	Faculty	116	(full-time)
	1,649	(part-time)		95	(part-time)

D. Degrees Offered:

Associate of Engineering Degree
Associate of Science Degree
Associate of Applied Science Degree
Associate of Independent Studies Degree
Certificate in Industrial Technology

E. Costs:

Full-time students will be charged $65.00 maintenance fee per quarter. Part-time students will be charged $6.50 per quarter hour maintenance fee. Foreign students will be charged a fee of $375.00 per quarter (full-time or $37.50 per quarter part-time) in addition to the regular maintenance fee. A fee of $6.50 per credit hour will be charged for independent study/credit by examination.

F. Financial Data:

For 1977-78:

Total Educational and General Expenditures	$7,612,873.00
Total Current Funds and Revenue	8,064,288.00

G. Recognition/Accreditation

STIM is accredited by the Southern Association of Colleges and Schools.

STIM has the following curricula accredited by the Engineers' Council for Professional Development:

Architectural Engineering Technology
Biomedical Engineering Technology
Chemical Engineering Technology
Civil Engineering Technology
Computer Engineering Technolocy
Electrical Engineering Technology
Electronic Engineering Technology
Environmental Engineering Technology
Industrial Engineering Technology
Instrumentation Engineering Technology
Mechanical Engineering Technology

II Nontraditional Characteristics

A. Definition of Nontraditional Learning:

Learning which takes place for those individuals whose work schedules, geographic location, or responsibilities in the home prevent them from pursuing traditional course work but whose employment back ground and non-classroom experiences indicate that they have met or could meet many of the same course requirements as traditional graduates but on an independent study basis.

B. Characteristics of Nontraditional Program:

1. Purpose -

The purpose of the program is indicated in the definition of nontraditional learning.

2. Curriculum and Faculty -

The curricula of the Institute are designed to prepare graduates for related positions in business and industry. Industrial advisory committees have been constituted to advise the Institute on a curricula content and to relate this to current skills required by industry. Regular STIM faculty are involved in the Associate of Independent Studies degree program.

3. Delivery System -

(a) Time/space requirements

All candidates for the Associate of Independent Studies degree must have completed a minimum of 96 quarter hours in courses appropriate to an Associate of Engineering or an Associate of Science degree program or the transfer equivalent. Residency is optional in this program.

(b) Independent study utilization

Independent study is very much a part of the Associate of Independent Studies degree.

(c) External nature

Extension classes are offered periodically at various locations and through various off-campus media.

(d) Media utilization

Various media is used to provide classes off-campus.

(e) Other

A great number of evening and Saturday classes are offered to make the school available to the widest spectrum possible.

4. Methods for Learning -

Independent study is the primary method for learning. When enrolling in a course under independent study, a student is assigned an independent study instructor who is the chairman of the examining committee and is obligated to the student for up to six hours of instruction. The student may pursue the course material at his or her own rate and may request to be examined at any time in the six month period beginning at the day of registration into the course.

5. Admissions Requirements -

High school graduation or the equivalent (GED diploma) is required for admission to the Associate Degree program of the State Technical Institute.

6. Completion Requirements -

General requirements - each candidate is required to satisfy the curriculum for the major chosen. Twelve of the last 24 credit hours earned preceding graduation must be earned at STIM. Credits obtained through the STIM credit by examination procedures are acceptable for residence purpose only if applied toward the Associate of Independent Studies Degree. A cumulative quality point average of at least 2.0 on all work taken at the Institute is required. All candidates must have completed a minimum of 96 quarter hours in courses appropriate to an Associate of Engineering or Associate of Science Degree program or the transfer equivalent, to be eligible for the Associate of Independent Studies Degree. In meeting the requirements for the Associate of Independent Studies, 100% of the credit hours may be obtained by examination.

7. Advanced Standing -

(a) Credit by examination

Credit by examination is a major part of the Associate of Independent Studies program.

(b) Experiential learning

Not applicable

(c) Transfer credit

Transfer credits are evaluated, and if they can be related to the student's field of study, credit will be given for work taken at accredited institutions.

8. Advising and Counseling -

   Personal and vocational counseling services are provided by professional personnel to assure that each student will receive maximum benefit from his or her educational experiences.

9. Learning Resources -

   A learning resource center supplies the resource materials necessary through an audio-visual department and a library learning laboratory.

10. Evaluation Systems -

    (a) Student progress

    Technical grades are awarded on a quality point system. A student progress report is given in each course. The report indicates the degree to which the student meets the employability requirements of industry in areas such as (1) relations with others, (2) personal habits and behavior, (3) attitude and appearance.

    (b) Program

    The primary method of evaluation used at State Technical Institute is a student, instructor, department head, division head and dean numerical evaluation system. The most effective methods of evaluation have been the interation among the faculty and among the faculty and students.

11. Costs -

    Please refer to Section I., Part E.

C. Recognition and Accreditation:

Please refer to Section I., Part G.

TARRANT COUNTY JUNIOR COLLEGE

(Southern Association)

1400 The Electric Service Building
Fort Worth, TX 76102

I. Institutional Characteristics - General

A. Purpose:

Tarrant County Junior College (TCJC) subscribes to the principle that people in a democracy need liberal education, regardless of their vocational or professional fields. It also recognizes that occupational proficiency is essential to a satisfying life. Quality education is a primary objective of all programs, whether in university parallel curricular occupational education or continuing education programs.

B. Sponsorship:

Tarrant County Junior College is a public community college with an elected seven member Board of Trustees.

C. Size:

Students	6,879	(full-time)	Faculty	393	(full-time)
	6,433	(part-time)		97	(part-time)

D. Degrees Offered:

Associate in Arts Degree
Associate in Applied Science Degree
Certificate of Completion

E. Costs:

Tuition at TCJC is as follows:

(1) legal resident of Tarrant County for tuitional purposes: $4.00 per semester hour with a minimum of $25.00 per semester
(2) legal resident of any other Texas county for tuitional purposes: $4.00 per semester hour with a minimum of $25.00 per semester plus an out-of-district fee of $3.00 per semester hour
(3) legal resident of another state for tuitional purposes: $40.00 per semester hour

(4) Non-resident alien for tuitional purposes: $14.00 tuition per semester hour with a minimum tuition charge of $200.00 plus an alien fee of $26.00 per semester hour.

F. Financial Data:

Total educational and general expenditures (1976-77) - $21,435,000
Total current funds and revenue (1976-77) - $23,522,000

G. Recognition and Accreditation:

TCJC is approved by the Texas Education Agency and the Coordinating Board, Texas College and University System. It is also a member of the Southern Association of Colleges and Schools.

II. Nontraditional Characteristics

A. Definition of Nontraditional Learning:

No specific definition is evident in the submitted material.

B. Characteristics of Nontraditional Program:

1. Purpose -

Please refer to Section I., Part A.

2. Curriculum and Faculty -

The curriculum is similar to that found at most community colleges offering degrees in arts and applied sciences.

3. Delivery System -

(a) Time/space requirements

The normal course load during the regular semester is five academic courses or from 14-17 semester hours. At least 15 semester hours in residence at TCJC is required.

(b) Independent study utilizaton

Not evident in the submitted material

(c) External nature

Not evident in the submitted material

(d) Media Utilization

The Tarrant County Junior College District through KERA TV each semester offers a variety of courses conducted through television. These telecourses combine on-campus sessions with related reading assignments and, of course, the television lessons. This allows students more freedom in selecting a time at which they will view the lessons, more freedom to have a say in determining their own "prime time." A student may be considered either full-time or part-time throughout his participation in the telecourse.

With the aid of a grant from the American Association of Community/Junior Colleges and the National Endowment for the Humanities, TCJC offers residents of the community credit courses which have weekly reading assignments in the local newspaper as one component of the instructional process, along with an anthology in textual form. Required on-campus and on-site community contacts are also vital aspects of these courses. The instructional methodology includes forums, seminars, field trips, and lectures with weekly lesson material in the local newspaper--all of which parallel specific topics.

4. Methods of Learning -

Besides the traditional methods for learning found at most community colleges, the previously mentioned instructional television provides a great number of courses which apply towards an associate degree or certificate program. As an added service to instructional TV students, a full set of video cassettes is maintained on each campus which offers a course.

5. Admissions Requirements -

All students must meet requirements of one of the following:
(a) a high school graduate;
(b) transfer from another college;
(c) admission by individual approval;
(d) specialized admissions;
(e) concurrent enrollment of high school students;
(f) readmission.

6. Completion Requirements -

General requirements for Associate in Arts and Associate in Applied Science degrees:
(a) completion of minimum requirements for admission to individual's program of study;
(b) completion of at least 15 semester hours in residence at TCJC and enrollment at TCJC during the academic year in which graduation requirements are completed;
(c) a minimum cumulative grade point average of 2.0 in all courses presented for graduation.

Additional requirements for the Associate in Arts degree:
(a) completion of a minimum of 64 semester hours credit;
(b) completion of specific curricular requirements.

Additional requirements for Associate in Applied Science degree:
(a) completion of a minimum of 64 semester hours of credit;
(b) completion of prescribed curriculum for two-year occupational program,

Certificate of completion graduation requirements:
(a) completion of minimum requirements for admission to individual's program of study;
(b) completion of at least 12 semester hours in residence at TCJC;
(c) a minimum grade point average of 2.0;
(d) completion of prescribed curriculum for program of less than two years duration as outlined.

7. Advanced Standing -

(a) Credit by examination

Students who feel that they already possess the knowledge and/or skills taught in certain courses or programs offered by the college may challenge these for credit by examination. Credit by examination is not available in all courses offered by the college. Additional stipulations governing credit by examination: (1) credit will be granted only if the student enrolls at TCJC; (2) credit earned by examination may not be used to meet the minimum residence requirement for a degree.

(b) Experiential learning

Students pursuing the Associate in Applied Science degree in certain occupational programs may be awarded credit for all specialty courses in the program on the basis of one comprehensive examination. If a student satisfactorily meets the requirements given below, a Department Chairperson may recommend the number of credit hours to be awarded without an examination. Before credit can be awarded, the student must:

(1) Provide a transcript indicating a minimum of 15 semester hours completed at TCJC;
(2) Present evidence of certification or registry for the particular occupation;
(3) Present evidence of current employment in the occupation or previous employment in the occupation within the past two years from the time of application for credit by examination.

(c) Transfer credit

The student who is enrolled in a university parallel program should consult the catalog of the transfer institution or the proper officials of that institution in designing his/her course of study at TCJC.

8. Advising and Counseling -

A qualified staff of counselors is available for consultation with students to discuss matters of academic, vocational, or personal-social concern. As one portion of TCJC's guidance program, faculty advisors and a counselor will assist students in planning their program of study.

9. Learning Resources -

Library services and instructional media services are available to assist faculty and students of the campus.

10. Evaluation System -

(a) Student progress

A grading system used at TCJC is alphabetic which can be transferred into a numeric system providing a maximum 4.0 grade point average. A final examination not to exceed two hours at length is given at the end of each semester in each course.

(b) Program

A complete analysis of all curriculum proposals is provided and the evaluation procedures take place on a continuing basis to determine the effectiveness, thrust, and focus of all educational programs.

11. Costs -

See Section I., Part E.

C. Recognition and Accreditation:

See Section I., Part G.

THE UNIVERSITY OF ALABAMA - NEW COLLEGE (Southern Association)
University, Alabama 35486

I. Institutional Characteristics - General

A. Purpose:

The University of Alabama is dedicated to the continued intellectual and social development of the people of the state through instruction, research, and service. It also accepts responsibility for assistance to the regional, national, and international communities. Primarily, the University endeavors to provide expert teaching, supported by adequate facilities, within a congenial climate of learning.

B. Sponsorship:

The University of Alabama is a public institution created by the General Assembly of Alabama and governed by a Board of Trustees.

C. Size:

Students	12,802	(full-time)	Faculty	698	(full-time)
	1,624	(part-time)		104	(part-time)

D. Degrees Offered:

Bachelor's, master's, and doctoral degrees are offered in a variety of fields.

E. Costs:

Semester costs for full-time students, undergraduate resident	$333.75
Undergraduate, non-resident	$706.25
Graduate resident	$333.75
Graduate, non-resident	$706.25
Law resident	$433.75
Law non-resident	$806.25
Cost for part-time student, undergraduate resident	$ 27.00 cr. hr.
Graduate resident	$ 30.00 cr. hr.
Law resident	$ 37.00 cr. hr.
Undergraduate non-resident	$ 31.00 cr. hr.
Graduate non-resident	$ 35.00 cr. hr.
Law non-resident	$ 35.00 cr. hr.

Students are classified as part-time if taking 11 or less credit hours as an undergraduate, 8 or less credit hours as a graduate, and 5 or less credit hours as a law student.

F. Financial Data:

Information unavailable

G. Recognition and Accreditation:

The University has institutional accreditation conferred by the Commission on Colleges of the Southern Association of Colleges and Schools.

II. Nontraditional Characteristics

A. Definition of Nontraditional Learning:

The underlying assumptions of the New College program are: (1) the students are capable of accepting much of the responsibility for their own learning; (2) that each individual is unique, and that educational programs can be developed to reflect each student's interest and capabilities; (3) that significant learning can occur outside the classroom as well as within, and the students may receive credit for such outside learning experiences; (4) that problem-focused, general education experiences of an interdisciplinary nature are highly desirable in a fast changing society.

B. Characteristics of Nontraditional Program:

1. Purpose -

Its two primary purposes are: (a) to create an opportunity for a highly individualized education which enables students to draw from the resources of all University classes and faculty; (b) to serve as an experimental unit with the expectation of exporting successful innovations to other sectors of the University.

2. Curriculum and Faculty -

The curriculum consists of a depth-study element which requires each student have an area of concentration which may or may not resemble a traditional major. Secondly, there is a breadth component which helps to insure that students will have an exposure beyond their depth-study which includes areas such as humanities, social sciences, and natural sciences. All features of the program are designed to achieve a practical integration of knowledge on which to base informed decisions and thoughtful judgment.

There are 11 faculty members assigned full-time to the New College program and assist in numerous activities primarily consisting of advising.

3. Delivery System -

(a) Time/space requirements

Time/space requirements depend upon the educational contract developed for each student's interest.

(b) Independent study utilization

The New College encourages its students to pursue their academic interests outside the classroom through independent study and through out of class learning experiences for credit. In both cases, students must prepare a clear, concise statement, i.e., a contract including the course area, topic, or problem they intend to study; the reasons for doing the particular study; tentative plans for background reading, bibliography, and outline; plans for initiating the study; and the anticipated outcomes of the study.

(c) External nature

The external degree program, for adults whose educational needs cannot be met through traditional university programs, invests a major responsibility for learning with the student. Demonstrated prior learning, previous academic credits transferred from an accredited college, passing of national tests such as the College Level Examination Program (CLEP), independent study, out of class learning, correspondence study, weekend or evening seminars, educational television courses, and, when feasible, classroom work can be applied toward attainment of a degree.

(d) Media utilization

As mentioned, educational television courses are appropriate in the New College experience.

(e) Other - Contract learning

After admission, students meet with their individual advisors to develop their goals and to formulate their "contract" to pursue these goals. The contract has two principal elements. The first is the depth-study element; second, the interdisciplinary seminar.

4. Methods for Learning -

Learning experiences include interdisciplinary seminars, independent studies, off-campus learning experiences, internship programs, formal classes at the University of Alabama or elsewhere, television courses, and correspondence study such as that offered through the Continuing Education Center of the University of Alabama.

5. Admissions Requirements -

The following factors are taken into consideration when making a decision for admission:
(a) applicant's self-statements as to why they are interested in New College and their educational goals including any original work by the students;
(b) three letters of recommendation;
(c) an interview with students, faculty, and staff of New College;
(d) consideration of past learning involvements either from high school or other educational experiences;
(e) consideration of the ACT score.

6. Completion Requirements -

The specific graduation requirements for students in the New College are planned by the students and their contract advising committee and approved by the New College Dean.
(a) completion of a depth-study program usually consisting of 10-12 courses;
(b) completion of the interdisciplinary general education seminar;
(c) electives;
(d) satisfactory performance of a minimum of 128 semester hours of work with an overall GPA of 1.0 or better;
(e) off-campus learning experiences for the equivalent of one semester.

7. Advanced Standing -

(a) Credit by examination

College Level Examination Program has been used to provide credit.

(b) Experiential learning

After completing nine hours in the external degree program a judgment model is used to evaluate demonstrated prior learning

(c) Transfer credit

Not applicable

8. Advising and Counseling -

Contract advising is a team approach to student advising when students work with their individual Contract-Advising Committees to plan their academic program. The committee includes the student, a faculty advisor, and an expert advisor in the student's depth-study area.

9. Learning Resources -

The University of Alabama provides library facilities and services to faculty, students, and staff. The library holds more than 1,100,000 cataloged items.

10. Evaluation Systems -

(a) Student progress

Besides traditional course grading, a student development checklist is discussed individually with the instructor, at the beginning and end of each semester.

(b) Program

The seminar-faculty evaluation given at mid-semester and at the end of the semester provide information concerning the student's opinion of the seminar and the instructor. A follow-up study of New College graduates is conducted to give information about the value of the program.

11. Costs -

Please refer to Section I., Part E.

C. Accreditation and Recognition:

Please refer to Section I., Part G.

THE UNIVERSITY OF SOUTH FLORIDA (Southern Association)

Tampa, Florida 33620

Bachelor of Independent Studies
External Degree Program in
Interdisciplinary Studies

I. Institutional Characteristics - General

A. Purpose:

The creation and development of instructional research and public service programs "oriented toward the solution of problems peculiar to the modern urban environment."

B. Sponsorship:

The University of South Florida is a public institution within the State University System of Florida. The State University System is directed by the Florida Board of Regents.

C. Size:

Students 23,000 (Fall, 1977) Faculty 1,100

D. Degrees Offered:

Bachelor of Arts
Bachelor of Science in Engineering
Bachelor of Science in Engineering Science
Bachelor of Engineering Technology
Bachelor of Science
Bachelor of Social Work
Bachelor of Independent Studies
Master of Arts
Master's in Accounting
Master's in Business Administration
Master's in Education
Master's in Public Administration
Master of Science in Engineering
Master of Science in Engineering Science
Master of Fine Arts
Master of Music
Education Specialist
Doctor of Medicine
Doctor of Philosophy

E. Costs:

Fee structure - fees are assessed by course level, not student classification.

The following fees apply per credit hour:

Lower level, undergraduate resident - $15.00
Lower level, undergraduate nonresident - $38.00
Upper level, undergraduate resident - $16.50
Upper level, undergraduate nonresident - $51.50
Graduate, resident - $22.00
Graduate, nonresident - $62.00
Thesis and Dissertation, resident - $24.00
Thesis and Dissertation, nonresident - $64.00

F. Financial Data:

	Fiscal Year 1976-77
Instruction	$32,620,304.00
Research	4,204,624.00
Public Service	606,783.00
Academic Support	4,769,920.00
Libraries	2,546,120.00
Student Services	4,283,838.00
Institutional Support	8,886,913.00
Operation and Maintenance of Plant	6,092,195.00
Scholarships and Fellowships	716,898.00
TOTAL	$64,727,595.00
Government Grants and Monies	43,851,324.00

G. Recognition/Accreditation

The University of South Florida is licensed by the State of Florida to offer academic degrees. USF is accredited by the Southern Association of Colleges and Schools.

II. Nontraditional Characteristics

A. Definition of Nontraditional Learning:

A predominantly external delivery system that takes the program to the learner in mid-career whose life style requires a more flexible learning style with regard to such factors as time and place.

B. Characteristics of Nontraditional Programs:

1. Purpose

In addition to the statement under "Definition of Nontraditional Learning," this kind of education gives adults a greater sense of self-realization, a broader perspective as decision makers, and a greater sense of security career wise.

2. Curriculum and Faculty

The BIS Program is based on a curriculum of inter-disciplinary or cross-disciplinary studies as opposed to concentration in a particular field. The "curriculum package" is divided into social sciences, natural sciences, humanities, and the interdisciplinary thesis. Faculty are recruited from regular university faculty for the program.

3. Delivery System

(a) Time/Space Requirements - Residency

The four area student completes each of the three substantive areas via tutorial (reading at home under the direction of a faculty advisor) and a resident seminar. The average student completes a tutorial in 17-19 months. Each area seminar requires three weeks of campus residence. Community College graduates with selected credentials (AA and RN with an AS) complete a two area curriculum contract composed of two units of independent study and two seminars.

(b) Independent Study Utilization

The BIS Program is almost totally external via independent study as students complete reading assignments on their own and submit periodic written reports to the faculty preceptor.

(c) External Nature

As mentioned previously, the delivery system is predominantly external.

4. Methods for Learning

Studying in absentia and usually on a part-time basis, the student engaged in independent study relates with a faculty advisor who furnishes directions regarding reading assignments, methods of reporting, and other study projects. The seminar represents a short-term, intensive learning experience via lectures, forums, group discussion, research, field trips, and written and oral reports. The Thesis provides an opportunity for an indepth paper on an appropriate interdisciplinary topic.

5. Admissions Requirements

A high school diploma or its equivalent is ordinarily required for admission of beginning freshman students as well as overall "C" average work in high school and satisfactory admission test scores on either the ACT or SAT.

6. Completion Requirements

The student demonstrates that he or she has attained the level of proficiency required for completion of independent study in a particular area through the satisfactory completion of an area comprehensive examination. The faculty director evaluates the work of seminar participants and a thesis committee establishes minimum standards for the final area project.

7. Advanced Standing

(a) Waiver by Examination

Applicants who can demonstrate sufficient competence may waive up to a maximum of two areas of guided independent study by successfully completing an area comprehensive exam.

(b) Experiential Learning

Program policy does provide for recognition of prior learning which may have been achieved through formal study, leisure time reading, life or work experience, or a combination of these via waiver or through a time-shortened unit of independent study.

(c) Transfer Credit

Students may not transfer credits into or out of the BIS Program.

8. Advising and Counseling

   All advising and counseling is handled by the BIS faculty, staff, and advisors.

9. Learning Resources

   Utilization of the library is probably one of the major justifications for on-campus experiences as part of the external program. The present library collection consists of about 500,000 volumes. Regional campus libraries located in St. Petersburg, Sarasota, and Ft. Myers, which account for approximately 246,500 additional volumes serve as satelite resources for the external student. BIS students who attend "campus day" activities have an opportunity to learn about public and private learning resources throughout the state as well as those made available through the main campus library.

10. Evaluation Systems

    (a) Student Progress

    Student progress is monitored by the faculty advisor and grades of "S" or "U" are awarded on completion of a unit of independent study, a seminar, or the thesis project. Refer to Section II, Part B. 6.

    (b) Program

    Evaluation of the program is handled through various structures including a Bachelor of Independent Studies Committee comprised of faculty members who are accountable for maintenance of the approved standard structure and curriculum. Students are involved in the evaluation process on a continual basis. Faculty representing the various study areas also furnish input on program modification and development. Further, the Program was recently evaluated by a SUS Board of Regents Review Team.

11. Costs

    Fees for the BIS Program are as follows:
    Application Fee - $15.00
    Pre-enrollment procedure - $60.00
    First, second, and third study areas
       (a) independent study - $300.00 ea.
       (b) seminar - $300.00 ea.
    Fourth or inter-area studies - $650.00
    Total - $2,525.00

C. Recognition/Accreditation: See Section I., Part G.

VIRGINIA COMMONWEALTH UNIVERSITY (Southern Association)
Richmond, Virginia

I. Institutional Characteristics - General

A. Purpose:

The mission of Virginia Commonwealth University (VCU) is to provide a fertile and stimulating environment for teaching, learning, research and service; to promote the pursuit of knowledge; and to disseminate professional skills.

B. Sponsorship:

Virginia Commonwealth University is a state supported university controlled by a board of visitors appointed by the governor of the Commonwealth of Virginia.

C. Size:

Students 18,000 Faculty 1302 plus non-state supported faculty

D. Degrees Offered:

Associate in Science Degree
Bachelor of Arts Degree
Bachelor of Fine Arts Degree
Bachelor of General Studies
Bachelor of Music Degree
Bachelor of Music Education Degree
Bachelor of Science Degree
Bachelor of Social Work Degree
Master of Arts Degree
Master of Business Administration Degree
Master of Fine Arts Degree
Master of Art Education Degree
Master of Education Degree
Master of Music Degree
Master of Music Education Degree
Master of Science Degree
Master of Public Administration Degree
Master of Social Work Degree
Master of Urban and Regional Planning Degree
Master of Health Administration
Doctor of Philosophy
Doctor of Dental Science
Doctor of Medecine
Doctor of Pharmacy

E. Costs:

Tuition charge for undergraduate, full-time Virginia residents - $730.00 per academic year; non-resident - $1,460.00 per academic year.

F. Financial Data:

	1976-77
Instruction	$34,466,730
Research	11,288,887
Public Service	358,940
Academic Support	7,414,558
Libraries	2,163,755
Student Services	1,912,788
Institutional Support	6,801,106
Operation and Maintenance of Plant	5,543,701
Scholarships and Fellowships	2,884,584
Total	$72,835,049

Current Funds Revenue	1976-77
Government Grants and Monies	$20,773,615
Borrowed Monies	0
All Other E&G Funds Revenue	52,889,643
Student Aid Funds Revenue	2,884,584
Auxiliary Enterprises Funds Revenue	8,078,625
Total Current Funds Revenue	$84,626,467

G. Recognition and Accreditation:

Virginia Commonwealth University is an accredited member of the Southern Association of Colleges and Schools.

II. Nontraditional Characteristics

A. Definition of Nontraditional Learning:

Any system of instruction and curriculum which emphasizes new patterns of relationship between students and institutions of higher education.

B. Characteristics of Nontraditional Programs:

1. Purpose -

The program's objectives are:
(a) to offer area adults a framework for pursuing their

education in a manner which is individually adapted to their own goals and objectives.

(b) to help students make effective use of the resources of the institutions participating in the Capital Consortium for Continuing Higher Education.

(c) To provide greater accessibility to a baccalaureate degree program than is now available for working adults in the Capital Consortium's area.

(d) to establish an accountable program for students otherwise not able to make effective use of higher education resources in the area.

(e) to provide to all students learning opportunities which conform to the highest standards of academic excellence.

2. Curriculum and Faculty -

The nontraditional students' curriculum falls into four basic components:

(a) basic verbal and quantitative skills - 12-15 credits

(b) general education - 18 credits

(c) concentration(s) - at least 36 credits in each specified concentration, no more than 12 credits of which are to be lower division work

(d) electives - 0-54 credits

This nontraditional program does not have a faculty specifically assigned to it but uses the services of virtually all undergraduate faculty of the institutions in the Capital Consortium for Continuing Higher Education.

3. Delivery System -

(a) Time/Space Requirements

Of the 45 upper level credit hours required, 21 must be taken at Virginia Commonwealth University. Of the last 30 hours of credit, all of which is to be taken within the Capital Consortium, 15 hours must be taken at Virginia Commonwealth University.

(b) Independent study utilization

Independent study is very much a part of the BGS program.

(c) External nature

The Office of Continuing Education, VCU's academic division, offers a wide variety of courses at locations throughout the state.

(d) Media utilization

Through the Evening College various schools in the departments teach a variety of classes which make heavy use of public television, radio and newspapers.

4. Methods for Learning -

Nontraditional students use the full range of VCU's and the Capital Consortium's methods of instruction including newspaper courses, T.V./radio courses, off-campus courses, and, most significantly, regular day and evening classes. Individual study projects can be arranged through existing school and department course numbers and faculty.

5. Admissions Requirements -

Students interested in the nontraditional studies program are processed through the regular channels of the admissions office. Final admission to the program is granted on the basis of a personal interview and a review of the student's written application by a nontraditional studies advisory committee. An applicant must be a graduate of an accredited secondary school or hold a GED certificate. All freshmen candidates except those who are 22 years of age or older are required to submit SAT scores.

6. Completion Requirements -

To receive a nontraditional degree students will need to accumulate a minimum of 124 credits, at least 45 of them in upper level work, and have an average Q.P.A. of at least 2.0 on all courses submitted for graduation.

7. Advanced Standing -

(a) Credit by examination

The university is a CLEP examining center and students may gain as many as 54 credits toward graduation through CLEP. Schools and departments may utilize a system of granting credit through challenge examination.

(b) Experiential learning

Credit for non-college sponsored education is available on a limited basis.

(c) Transfer credit

Acceptable course credits from other institutions are recorded on the student's record at VCU if they are applicable toward a degree program.

8. Advising and Counseling -

Virginia Commonwealth University faculty representing departments and schools across the campus are involved in counseling Bachelor of General Studies candidates and serve on student program committees to draft a curriculum plan that is uniquely tailored to meet the needs and objectives of individual students.

9. Learning Resources -

Students in the program have available to them the resources of the libraries at the institutions of the Capital Consortium. The VCU libraries alone contain more than 1,360,000 and the combined resources of the total Consortium exceed 1,550,000 volumes.

10. Evaluation Systems -

(a) Student progress

Students in the program are graded and evaluated the same as other students.

(b) Program

The Bachelor of General Studies Committee conducts a biennial review of the program.

11. Costs -

(a) Tuition and fees

Students are on the same fee schedule as all other students.

(b) Program costs

Projected budget costs for a full year were expected to be approximately $450,000.

C. Recognition and Accreditation:

The program is approved by the State Council of Higher Education for Virginia.

For other accreditation please refer to Section I., Part G.

WALDEN UNIVERSITY
Naples, Florida 33940

(Southern Association of Colleges and Schools)

I. Institutional Characteristics - General

A. Purpose:

Walden University's purpose is to expand educational opportunity for experienced professionals, particularly for those whose careers prevent them from completing degrees in institutions that require lengthy campus residence. In addition, its purpose is to enhance the professional abilities of its students by helping them develop their research capabilities and accomplish a substantial work or scholarship.

B. Sponsorship:

Walden University is a proprietary institution incorporated in the State of Florida with a legal governing body called the board of directors.

C. Size:

Students 300 Faculty 16 Full Time, 300 Part Time

D. Degrees Offered:

Doctor of Philosophy Degree and Doctor of Education Degree

E. Costs (Tuition and Fees)

Tuition for 1976 Program -

Summer Residency Session -		$1,450.00
Research Year -	Fall	1,250.00
	Spring	1,250.00

F. Financial Data:	Total Operating Expenses	$387,837.00
	Total Revenue	421,207.00

G. Recognition/Accreditation

Walden University is licensed by the State of Florida to award degrees and has applied for accreditation with the Southern Association of Colleges and Schools.

II. Nontraditional Characteristics

A. Definition of Nontraditional Learning:

Please refer to Section I, Part A.

B. Characteristics of Nontraditional Program(s):

1. Purpose of Program

Please refer to Section I, Part A.

2. Curriculum/Faculty

No curriculum exists in the Walden program beyond the ten semester hours required at the summer session. (Doctoral Core Seminars, four hours); Research Design and Methodology, three hours; and Proposal Analysis and Development, three hours). Instead, the student will have completed the majority of hours elsewhere prior to enrolling. A student will have acquired the knowledge base through this program basic to the research topic.

Walden's faculty is a nonresidential faculty with the academic activity of individual members defined exclusively by the research requirements for Walden students. In form, it is a national network of scholars who have interest in working with doctoral students in the field as research advisers and readers.

3. Delivery System

(a) There are no time/space requirements or residency requirements, with the exception of the one month summer session.

(b) Independent Study Utilization

Independent Study Utilization is very much a part of the program as each student works on his or her own.

(c) External Nature.

The doctoral program is totally external as Walden University maintains no facilities such as dormitories or classrooms. For the summer term the university utilizes fully adequate and comfortable conference center facilities located on two university campuses so that sutdents, faculty, and administration may live more together as a community of scholars.

(d) Media Utilization

Not applicable.

4. Methods of Learning/Instruction

A qualifying examination process is involved at the beginning of the student's program to test the student's mastery of subject matter, theory, bibliography, research, or methodology of the specific area of concern. During the summer session, a number of core courses are taught by the resident research faculty.

5. Admissions Requirement

--- Masters degree plus 16 semester hours credit or its equivalent.
--- A minimum of three years in education or an allied professional field.
--- An official transcript sent directly from each college previously attended.
--- Two current letters of recommendation.
--- Enrollment in the summer residency session program.

6. Completion Requirements

--- At least 70 semester hours of academic work beyond the baccalaureate of which no less than 24 semester hours must be taken at Walden University. The 24 semester hours are earned by satisfactorily completinq the summer session, 10 semester hours; and 2 semesters of dissertation, quidance, and development, 14 semester hours.
--- Completion of dissertation.
--- Acceptance by the review committee of dissertation.
--- Other requirements as mutually agreed upon by a review committee and a candidate.
--- Satisfaction of all university requirements. Deficiencies, if any, will be cited and must be removed prior to commencement.

7. Advanced Standing Processes are not applicable.

8. Advising and Counseling

Advising and Counseling role is vested with the faculty and staff and begins well before initial registration and continues throughout the student's academic program.

9. Learning Resources

Walden University does not have its own library but however views the United States as rich in research resources. There are approximately 100 major research libraries in the United States (holdings of one million volumes or more) and hundreds of additional libraries with collections approaching this classification. Walden's academic program therefore is based upon the assumption that students with the guidance of competent research advisors are capable of independent study and will seek and utilize any and all research resources required to conduct their research.

10. Evaluation Systems

(a) Student Progress

Walden uses basically the same evaluation procedures common to most doctoral programs, namely, examinations by committees of qualified professionals at various points in a student's program to determine quality of achievement. For Walden this is defined as (1) a program proposal committee that examines a student for subject matter mastery and tool skill acquisition, and (2) a research committee that reviews the completed dissertation.

(b) Program Evaluation

Periodic discussions and deliberations are held between administration and faculty. Analysis of needs is made to determine the basis upon which excellence os program can be built. Throughout the summer session constant interaction on all levels reveals weaknesses and strengths.

11. Costs

Please refer to Section I, Part E.

C. Recognition and Accreditation:

Please refer to Section I, Part G.

THE COMMUNITY COLLEGE OF THE AIR FORCE (Southern Association)
Lackland Air Force Base, Texas 78236

I. Institutional Characteristics - General

A. Purpose:

The Community College of the Air Force (CCAF) sees its primary purpose as one of providing airmen the opportunity to earn certification as masters of their specialities. This purpose highlights recognition of the individual by the Air Force through increasing responsibilities and by society, as a whole, through the award of the Associate in Applied Science Degree.

B. Sponsorship:

Legal authority for all Air Force activities emanates from headquarters, United States Air Force (HQ USAF). HQ USAF grants legal authority for the activation and existence of its units and this authority is legally enforceable. Headquarters Air Training Command (HQ ATC) serves as a resource manager for CCAF.

C. Size:

Students - July 1, 1978 85,378

All faculty are at affiliated schools, and accredited cooperating civilian institutions.

D. Degrees Offered:

Associate Degree in Applied Science

E. Costs:

There are no tuition and fees charged students in the program.

F. Financial Data:

Community College of the Air Force is funded entirely by the federal government with certain support being provided at no cost by other federal agencies.

The Administrative Center budget of the College for fiscal year 1978 was approximately two million dollars. College components (schools and academies) have separate budgets.

G. Recognition/Accreditation:

CCAF is accredited by the Commission on Occupational Education Institutions of the Southern Association of Colleges and Schools, and is a Candidate for Accreditation with the Commission on Colleges of the Southern Association of Colleges and Schools.

II. Nontraditional Characteristics

A. Definition of Nontraditional Learning:

None. The College is traditional in that its students receive instruction within a normal classroom environment. However, the College may be perceived as nontraditional because of its innovative, worldwide educational delivery system.

B. Characteristics of Nontraditional Program(s):

1. Purpose

See Section I., Part A.

2. Curriculum and Faculty

The program of study related to Air Force Specialties are offered in five program areas: Aircraft and Missile Maintenance, Electronics and Telecommunications, Health Care Sciences, Management and Logistics, and Public and Support Services. There is also a core curriculum similar to general education requirements at traditional institutions. Faculty are regular staff at affiliated schools and accredited cooperating civilian institutions.

3. Delivery System

(a) Time/Space Requirements

There is no specific time schedule for completion of a degree. Residency is required in some programs, however, not in all.

(b) Independent Study Utilization

One course is offered through independent study.

(c) External Nature

The Community College of the Air Force is external in the sense that program requirements may be satisfied jointly by a combination of general education courses taken in regionally accredited civilian institutions, at Air Force Schools affiliated or associated with CCAF, or by transferred credit from other institutions of higher learning. Transferred credit from the latter institutions must be acceptable by the College and must be applicable to a particular CCAF degree program.

(d) Media Utilization

This form of delivery system would be available depending upon the course and the institution offering it.

4. Methods for Learning

Methods for learning range from both traditional to non-traditional forms including correspondence study, independent study, self-paced instruction, etc.

5. Admissions Requirement

All enlisted members of the regular Air Force and enlisted members of the selected reserve who are serving in Air National Guard and Air Force Reserve Units, or as mobilization augmentees, are admitted to CCAF providing they have satisfactorily completed appropriate entrance tests and basic military training.

6. Completion Requirements

The requirements for the degree of Associate in Applied Science and a program of study related to an Air Force specialty consists of a minimum of 64 and a maximum of 70 semester hours divided among technical education and the core curriculum (general, management and physical education).

7. Advanced Standing

(a) Credit by Examination

Credit may be awarded for successful completion of examinations offered by the United States Armed Forces Institute, the Defense Activity for Non-traditional Education Support, the College General Education Development Program, and the College Level Examination Program. A maximum of 24 semester hours of examination/correspondence credit may be used toward CCAF program requirements. Examinations which measure an individual's competence in the criterion objectives of courses conducted by Air Force schools affiliated or associated with CCAF may be developed and administered by those schools.

(b) Experiential Learning

Credit may be awarded for the Air Force Specialty Internship (AFSI) Program. To receive internship credit students must submit evidence reflecting the highest skill level attained in a specialty applicable to the CCAF program.

(c) Transfer Credit

To meet CCAF requirements, transfer work must be accomplished at a regionally accredited institution with a grade of "C" or above. A maximum of 24 SH of requirements may be fulfilled by examination or correspondence, but there is no limit on transfer of classroom-based credit if applicable to program requirements.

8. Advising and Counseling

This is the basic strength of the services provided for students. The counseling process begins with the recruiter, continues through basic military training and into the tech schools themselves. The Educational Services Officer (ESO) and teachers and counselors provide academic, career, and personal counseling.

9. Learning Resources

The base library provides all the books and periodicals necessary for the completion of a CCAF program. A large amount of audio/visual software is also available.

10. Evaluation System

(a) Student Progress

The letter "S" for satisfactory reflects the student's successful completion of studies in the CCAF course. Policies are available regarding students making unsatisfactory progress. Procedures include special individual assistance through tutoring by an instructor before they fail, are placed on probation, or repeat portions of the course.

(b) Program

Degree programs are reviewed annually by the responsible department and by consultants from the academic, industry, labor, and military communities. Follow-up evaluations are conducted continuously by student and graduate surveys.

The effectiveness of courses is monitored by a feedback system from the supervisor at the first job location. Course content is monitored closely by Air Training Command experts, and is changed very rapidly when requirements change. Each change is analyzed for educational value by CCAF. CCAF accomplishes evaluation of courses given "off-campus" (at other than one of the major training centers) by making field visits to those locations.

11. Costs

Not applicable.

C. Recognition/Accreditation:

See Section I., Part G.

THE PHOTOGRAPHY SCHOOL, A DEPARTMENT OF THE NAVAL TECHNICAL TRAINING CENTER (Southern Association)
Corry Station
Pensacola, Florida 32511

I. Institutional Characteristics - General

A. Purpose:

The Naval Technical Training Center, Corry Station is operated by the United States Navy to develop and conduct training for officers, enlisted personnel, civilians, and selected foreign nationals in support of the Navy's cryptologic, electronic welfare, and photograhic missions.

B. Sponsorship:

The Naval Technical Training Center, Corry Station, is a shore activity in an active operating status under a commanding officer and under the command of the Chief of Naval Education and Training (CNET) exercised through the Chief of Naval Technical Training (CNTT).

C. Size:

This information is unavailable from the materials submitted.

D. Degrees Offered:

Four basic schools offer various courses of instruction. They are:

(1) Class A Enlisted School
(2) Class C Enlisted School
(3) Naval Flight Officer (NFO) Aviation Electronics Warfare School
(4) Naval Security Group Reserve Training School

E. Costs:

Not applicable

F. Financial Data:

The institution operates under the Navy portion of the Department of Defense Resources Management System and all funding is received in appropriations from the federal government. The budget for fiscal year 1974 amounted to approximately $9,300,000.

G. Recognition and Accreditation:

The Naval Technical Training Center, Corry Station is accredited by the Commission on Occupational Education Institutions of the Southern Association of Colleges and Schools.

II. Nontraditional Characteristics

A. Definition of Nontraditional Learning:

Not provided in the information submitted.

B. Characteristics of Nontraditional Program:

1. Purpose -

Each course is designed to produce graduates qualified to perform specific jobs in support of the U. S. Navy's fleets.

2. Curriculum and Faculty -

The specific discipline being considered by this report is photography. No faculty is used in this program.

3. Delivery System -

(a) Time/space requirements

The trainee based on his own academic self-management determines within established limits of time the media and methods used to complete the course of instruction.

(b) Independent study utilization

The Photography School uses what is called an individualized learning system.

(c) External nature

Not applicable

(d) Media utilization

Audio/visual media is used extensively in this program.

4. Methods for Learning -

The method for learning is programmed instruction or individualized learning. Study resources include:

(a) summary which gives a required minimum amount of information about each objective to satisfy the objective itself

(b) topic narrative which gives all pertinent and related information to the trainee about each objective, one objective at a time, and may include use of supplementary information, tables, charts, grafts, pictures, or worksheets

(c) programmed instruction which is step-by-step building block type instruction for the trainee who has difficulty understanding written material without also making some responses

(d) audio/visual which is used for hard-to-describe-in-words subjects

(e) tape/narrative which is often used in conjunction with pictures or posters and can be very successful in check-out procedures

5. Admissions Requirements -

At the recruit training level all enlistees are tested and reviewed and counseled to determine their eligibility for apprenticeship training.

6. Completion Requirements -

Through the use of performance check lists the school documents trainees success in areas of required remediation within the performance portions of topics. Before a man or woman could proceed to the next topic he or she must receive a GO in all areas of the checklist which contains minimum standards for performance. There is also a pre-test and post-test to measure the amount of knowledge gained by the trainee as a result of topic utilization.

7. Advanced Standing -

Not applicable

8. Advising and Counseling -

The student is assigned one of four contact team members who will act as a learning supervisor, counselor, advisor, and as the first link in the chain of command. He counsels the student academically, militarily, and, in general, takes action on any problem the student might encounter.

9. Learning Resources -

A topic control center/learning center exists providing the following services to the student:

(a) maintenance and issuance of curriculum material for each module

(b) maintenance and issuance of audio/visual aides

(c) learning carrels for individualized study

(d) administration and grades criterion examinations

(e) supervision of the performance of the trainees using a performance checklist.

The topic control center is under the supervision of three qualified instructors who provide direction and counseling when required.

10. Evaluation Systems -

(a) Student progress

The contact team member monitors the student throughout every area of the training program and maintains positive control of the student's progress from arrival until graduation.

(b) Program

Evaluation of learning supervisors and physical facilities falls under the responsibility of the quality assurance officer. Also, student graduate questionnaire forms are sent to the graduates command at intervals of six months and twelve months after graduation.

11. Costs -

(a) Tuition and fees

Not applicable

(b) Program costs

$637,760.00

C. Recognition and Accreditation:

Please refer to Section I, Part G.

U. S. ARMY QUARTERMASTER SCHOOL (Southern Association)
Fort Lee, Virginia 23801

I. Institutional Characteristics - General

A. Purpose:

The School's purpose is to provide effective job related training to military and civilian personnal of the U. S. Army, other branches of the Armed Forces, and foreign students as appropriate in supply, food service, petroleum, field services, and airborne logistics and to develop doctrine on these matters, principally for the Army in the field.

B. Sponsorship:

The U. S. Army Quartermaster School is part of the Army Service School System. The School is under the command control of the U. S. Army Training and Doctrine Command (TRADOC) located at Fort Monroe, Virginia. The Quartermaster School is governed by the Commander, U. S. Army Training and Doctrine Command. His principal staff members serve as other members of the governing board. TRADOC is responsible to the Department of the Army, the Department of Defense, and the President of the United States for Army doctrine and training.

C. Size:

Fiscal Year 1978: Students 15,539 Faculty & Staff 1,491

D. Degrees Offered:

The Quartermaster Office Basic Course is an initial course for newly commissioned officers in the Quartermaster corps. The Quartermaster Officer Advanced Course is the highest level of professional development offered at the Quartermaster School. No degree granting programs are offered as part of the Quartermaster School curricula.

E. Costs:

Not applicable.

F. Financial Data:

The Quartermaster School is federally funded. For the 1978 fiscal year approximately $21,738,000 was applied to School operations.

G. Recognition/Accreditation:

The School is accredited by the Commission on Occupational Education Institutions of the Southern Association of Colleges and Schools. The correspondence course offerings of the School are accredited by the National Home Study Council.

II. Nontraditional Characteristics

A. Definition of Nontraditional Learning:

In the context of the Quartermaster School nontraditional learning consists of formal extension programs that are taken external to the institution.

B. Characteristics of Nontraditional Program:

1. Purpose of Program

The purpose of the Army Correspondence Course Program is to provide learning opportunities across a broad range of curriculum to Department of Defense military and civilian personnel who are unable to leave their duty stations to attend resident training at the Quartermaster School. Most career development courses offered in residency are available in extension or nonresident forms. A series of selected special skills are available in audio-visual super 8mm cassette format commonly referred to as Training Extension Courses or TEC for short.

2. Curriculum and Faculty

The curriculum is based in two areas defined as personal development courses and technical development courses. The specific labor market toward which the Quartermaster School instruction is directed consists of positions in five fields: supply, petroleum, food service, field service, and airborne logistics.

The staff was selected and assigned to meet the requirements of the various jobs which have been established to support the mission of the Quartermaster School. The "yardstick" used to determine instructor requirements is platform hours which are defined as the number of instructor units required for actual presentation of a training program. An instructor is required to teach 1,250 hours per academic year.

3. Delivery System

(a) Time/Space Requirements

These requirements are dependent upon the specific course or program being pursued and vary from very flexible requirements to more stringent requirements. Both resident and nonresident courses are offered through the Quartermaster School.

(b) Independent Study Utilization

Self-paced individualized instruction in resident programs has been developed to provide individualized learning.

(c) External Nature

The Quartermaster School conducts two programs at branch campuses.

(d) Media Utilization

The Quartermaster School has no instructional programs conducted entirely by television. Television is used only as a supporting medium. The Quartermaster School does not present any instruction via radio as well.

4. Methods for Learning

These range in type from computer assisted instruction to individualized learning, from performance oriented learning to gaming, and from workshop or seminar formats to rote drill sessions as in spoken English classes for foreign students. Nonresident instruction is offered through the various correspondence courses.

5. Admissions Requirements

A fundamental restriction on enrollment in the Quartermaster School resident/nonresident courses is that the enrollee must be employed by or directly associated with the federal government. All other admissions requirements are individually designed for each course taught through the Quartermaster School.

6. Completion Requirements

Measures used to determine student achievement include the following:

(a) Observation of performance.
(b) Feedback from the field.
(c) Subjective evaluation of interest or value changes.

7. Advanced Standing

Not applicable.

8. Advising and Counseling

Counseling at the Quartermaster School is considered an advanced form of consultation and assistance. Formal counseling falls into three broad categories: academic, disciplinary, and personal.

9. Learning Resources

The Quartermaster School operates a full scale library with a total number of volumes, approximately 86,000. Learning resource centers in some academic departments provide instructional media resources.

10. Evaluation Systems

(a) Student Progress

Several evaluation techniques are used to determine how effectively performance objectives are being accomplished. Tests are based on task oriented training objectives and test results are analyzed to determine how well the students attain the objectives.

(b) Program

The Quartermaster School has a formal course critique program which gives the student a means to express his ideas, reservations, and criticisms relative to the instruction, examinations, and administrative services.

Student criticisms are also received in counseling sessions conducted by faculty members to aid students who may be experiencing academic difficulty. Questionnaires are also sent to the Quartermaster School faculty concerning school admission policies, methods of instruction, and academic standards.

11. Costs

Not applicable.

C. Recognition/Accreditation:

See Section I., Part G.

WESTERN ASSOCIATION INSTITUTIONAL PROFILES

CHAPMAN COLLEGE
Orange, California 92666

(Western Association)

I. Institutional Characteristics - General

A. Purpose:

The goal of Chapman College is to provide liberal and professional learning of distinction within a caring and value-centered community.

B. Sponsorship:

Chapman College, related to the Christian Church (Disciples of Christ), is an independent residential, co-educational, college of the liberal and professional arts.

C. Size:

FTE Fall Semester 1976:

Orange campus 1,418

Residence Education Centers 1,361 Term I

1,457 Term II

Program Afloat College Education 772

Continuing education 101

Faculty: Full-time 95 Part-time 85

Full-time equivalent faculty positions (Orange Campus only) 115

D. Degrees Offered:

Bachelor of Arts
Bachelor of Science
Bachelor of Music
Master of Business Administration
Master of Science
Master of Arts

E. Costs:

For 1978-79 - Orange Campus - Tuition and Fees: $3400.00

F. Financial Data

For 1978-79:

Current operating budget - $14,838,000
Percentage of income from tuition - 74%
Operating deficit, if any, from most recent year ended (May 31, 1978): none

G. Recognition and Accreditation:

Western Association of Schools and Colleges

Special programs accredited by the Council on Social Work Education and the National University Extension Association.

II. Nontraditional Characteristics

A. Definition of Nontraditional Learning:

The following implications seem best to define nontraditional learning for Chapman College:

- learning must be a lifelong process
- the commitment to educating more people must be broadened without sacrificing the best qualities of higher education
- higher education in the traditional mold is inadequate for today's educational tasks
- if adults cannot come to the college, the campus must be taken to the adults
- the future of private, higher education requires the ability to respond to the needs of society.

B. Characteristics of Nontraditional Programs:

1. Purpose

The commitment of Chapman College in its off-campus programs is in consonance with its philosophical dedication to lifelong learning through both conventional and nonconventional ways on the various campuses of the college.

2. Curriculum and Faculty

The curriculum includes programs in criminal justice, economics and business administration, government, history, psychology, social sciences, sociology, administration, correctional counseling, counseling psychology, education, marriage, family and child counseling, and school counseling.

Total number of faculty for the Residence Education Centers is 1,868.

The principal sources for REC faculty are nearby schools, colleges and universities, unemployed teachers, military personnel with advanced degrees, doctoral candidates, hospital staffs, law enforcement agencies, professional organizations, and financial and industrial firms. Normally, no regular faculty members of the Orange Campus teach courses at the Residence Education Centers because of the distances involved.

3. Delivery System

(a) Time/space requirements

The eight-week term has become the standard for most Chapman external programs. Nine or ten week terms are used in some centers depending on local needs. A minimum of 40 student contact hours per class is also an REC standard in all programs.

(b) Independent study utilization

No indication of independent study is evident in the available materials.

(c) External nature

The Residence Education Centers of Chapman College are located on 32 military bases and in urban areas throughout the nation.

(d) Media Utilization

No specific mention of media use is evident in the submitted material.

4. Method of Learning

Instructional methodologies appear to be standard as found at most traditional colleges.

5. Admissions Requirement

Regular Chapman admissions policies apply to prospective students in the REC programs.

6. Completion Requirements

In order to graduate, all students are required to complete 124 semester units of which 36 must be upper division. Of these 124 credits, students must complete a prescribed major and satisfy a general education distribution and a 24-unit residency requirement. Eighteen of these 24 units must be taken as an upper-division student in upper-division courses and at least 9 of these must be in the student's major.

7. Advanced Standing

At matriculation, if a student is in regular standing and presents an Associate degree from a regionally accredited college and if that college certifies that the student has met the general education requirements of the state colleges or state universities of California, or if the Associate degree includes 45 semester credits of acceptable work in the Social Sciences, Humanities, or Natural Sciences, Chapman College will waive its specific Basic Skills and general education requirements.

8. Advising and Counseling

Academic advisement is accomplished entirely by center directors, staff and academic coordinators. Faculty provide advisement before and after classes or at a scheduled time including during registration. Full-time counselors are also available at some centers to provide additional counseling services.

9. Learning Resources

In addition to base libraries, REC students also use local college and public libraries in their specific area. Chapman regularly sends loan collections from the Orange Campus to various REC and PACE centers and programs.

10. Evaluation Systems

(a) Student progress

Student progress is monitored through the Registrar's Office, Orange, and through a Center-system of "Student Control Cards." These cards reflect the cummulative number of courses attempted and completed with a notation for the grade received.

(b) Program

The educational quality of the instruction and programs is evaluated by student evaluations, feedback from teachers, results of comprehensive exams, and feedback from military commands.

11. Costs

(a) Tuition and fees

Costs for the 1978-79 academic year range from $65 to $81 per credit.

(b) Program costs

The Residence Education Centers organization has a separate budget which provides for self-sufficiency through student tuition and fees.

C. Recognition and Accreditation:

Refer to Section I., Part G.

CONSORTIUM OF THE CALIFORNIA STATE UNIVERSITY AND COLLEGES (Western Association)

400 Golden Shore
Long Beach, California 90802

I. Institutional Characteristics - General

A. Purpose:

One purpose of the Consortium is to provide a program of study which serves Californians without regard to where they live. Another goal is to facilitate the efficient use of the faculty resources of the system to meet educational needs in a given geographic area which cannot be met by the local campus.

B. Sponsorship:

In 1973 the Board of Trustees amended Title V of the California Administrative Code establishing the Consortium of the California State University and Colleges. The Director of the Consortium is responsible to the Vice Chancellor for Academic Affairs through the State University Dean for Continuing Education.

C. Size:

The number of students enrolled in Fall 1975 in the statewide program of independent study	196
The number of students enrolled in the external degree program for Fall 1975	938
The number of students enrolled in the program leading to a consortium degree in the Spring 1976	1,547

D. Degrees Offered:

Bachelor of Arts
Bachelor of Science
Master of Arts
Master of Public Administration
Master of Science

E. Costs:

Fees per unit for each program on each campus will vary.

F. Financial Data:

1976-77 budget - $368,277.00
Support was from the continuing education revenue fund, consortium revenue and the innovative fund and credit by evaluation.

G. Recognition and Accreditation:

The Consortium is accredited by the Senior Commission of the Western Association of Schools and Colleges.

II. Nontraditional Characteristics

A. Definition of Nontraditional Learning:

No specific definition of nontraditional learning is found in the submitted materials.

B. Characteristics of Nontraditional Programs:

1. Purpose -

Please refer to Section I., Part A.

2. Curriculum and Faculty -

The curriculum is very broad. The curriculum in the statewide program of independent study is in the humanities and liberal arts. The curriculum found in the external degree program is vocational education nursing and criminal justice. The curriculum in the programs leading to a Consortium degree is business administration, early childhood education, environmental planning, health care administration, liberal arts and public administration. The basic assumption underlying the Consortium is that regular faculty of individual CSUC campuses must be involved in the design, implementation, and maintenance of statewide programs, statewide curricula, curricular concords, and statewide extension courses. The priorities of individual faculty and campuses, however, are taken into account before the faculty becomes involved in the activities and programs of the Consortium.

3. Delivery System -

(a) Time/space requirements

These requirements vary depending upon the particular instructional program.

(b) Independent study utilization

Independent study programs are offered by the Consortium or by individual campuses in collaboration with the Consortium. This program does not require regular class attendance on campus or in a particular geographic region of the state; however, it does not preclude the possibility of occasional intensive seminars on a campus or in a particular region.

(c) External nature

External degree programs are based either on independent study or classroom instruction.

(d) Media utilization

Some programs are based on the use of television, television cable outlets, or the use of computers; however, provisions for a limited number of group meetings do fall into this category.

(e) Other

Extension or summer session courses may be designed to serve the needs of a particular client group who prefers or requires a course that can be provided on a regional or statewide basis involving delivery in more than one extension program service area.

4. Methods for Learning -

One of the functions of the Consortium is to conduct experiments with the use of regional and statewide programs of external study of various instructional delivery systems including independent study, electronic media, and computer assisted instruction. In addition to those mentioned the classroom approach instruction is also used by the Consortium.

5. Admissions Requirements -

Undergraduate Requirements:

To be admitted to an upper division program a student must have completed a minimum of 56 semester units or equivalent.

Graduate Requirements:

(a) baccalaureate degree

(b) at least 2.5 grade point average in last 50 semester units.

6. Completion Requirements -

Consortium degrees may be awarded to:

(a) students who have completed approved curricula offered by the Consortium

(b) students in academic fields covered by "curriculum concords" for which there is a "Consortium curriculum" who have transferred from one institution to another, who have elected to be evaluated in terms of the "Consortium curriculum" or Consortium degree, and who have completed the requirements of the Consortium curriculum.

Degrees and certificates shall be issued only when the following requirements have been met:

(a) a favorable recommendation has been made by the appropriate academic program committee

(b) the director has certified that all the requirements of the Consortium curriculum have been met

(c) a favorable recommendation has been made by the advisory committee

(d) the recommendations of the advisory committee have been acted upon by the Chancellor.

7. Advanced Standing -

(a) Credit by examination

A number of examinations are available in which the student may earn credit. These include the New York Regents test in business administation, CLEP examinations in business administration, challenge examinations offered by campus faculty, however, a nine semester credit hour limit is the maximum.

(b) Experiential learning

Individual assessment procedures developed under a grant given the Consortium by CAEL have been used as an operational model for the assessment of prior learning. Credit is awarded for demonstrable prior learning, not for prior experience.

(c) Transfer credit

Credit is normally granted for all courses completed at accredited institutions.

8. Advising and Counseling -

Students are assigned a faculty advisor in their major program.

9. Learning Resources -

Students have privileges at all CSUC libraries.

10. Evaluation Systems -

(a) Student progress

The primary grading system is A to F and grade reports are sent to students at the end of each term.

(b) Program

Each external degree program offered by the Consortium is evaluated statewide in accordance with an evaluation design developed in consultation with the appropriate academic program committee or the appropriate program development committee.

11. Costs -

(a) Tuition and fees

Please refer to Section I., Part E.

(b) Program costs

Please refer to Section I., Part F.

C. Recognition and Accreditation:

Please refer to Section I., Part G.

THE FIELDING INSTITUTE (Western Association of Schools and Colleges)
Santa Barbara, California 93101

I. Institutional Characteristics - General

A. Purpose:

Fielding is a professional school for mature persons in mid-career. Its aim is to assist intelligent competent adults to obtain goals of their own and to measure their achievements by their own increases in competence and knowledge.

B. Sponsorship:

The Fielding Institute was organized as a non-profit educational corporation in California in March, 1974.

C. Size:

Students 256 (May, 1978) Faculty 63

D. Degrees Offered:

Ph.D. and Psy.D. (Doctor of Psychology in Clinical or Counseling Psychology)
Ph.D. and D.A. (Doctor of Arts in Education and Human Development

M.A. Degree

E. Costs:

Tuition Fees - Tuition exclusive of fees for the Doctoral Programs in Psychology is $3,800.00 per year for a minimum of three years. There are additional fees for admissions, career assessment, and workshops and for extensions beyond three years. The basic tuition exclusive of fees for Doctoral Programs in Education is $2,800.00. The basic tuition exclusive of fees for the Master of Arts Program is $3,800.00.

F. Financial Data:

As June 30, 1978, total expenditures were $725,000.00. Total revenue $750,000.00. No endowment.

G. Recognition and Accreditation:

Fielding Institute is recognized by the State of California as having fulfilled the requirements for awarding graduate degrees. Fielding is approved (Section 94310(b) by the Department of Education of California. The Institute is a Candidate for Accreditation with the Western Association of Schools and Colleges, granted in June, 1978.

II. Nontraditional Characteristics

A. Definition of Nontraditional Learning:

The graduate degrees awarded by the Fielding Institute are obtained through external programs built upon life experience and post-baccalaureate study. External degree programs enable students to complete most or all their studies where they live and work. The Fielding programs require little or no Santa Barbara residence and the duration of study within each of the programs is determined by the individual pace of each student.

B. Characteristics of Nontraditional Programs:

1. Purpose of Program

These programs are designed for mature adults seeking to continue their education. Students are able to maintain their jobs while they complete individually contracted learning plans that serve their personal and career goals.

2. Curriculum/Faculty

The chief aim of the curriculum for all programs at Fielding is to enable students to achieve maximum growth in the direction their own originality and interests take them. Projects performed by Fielding students should arise from actual problems encountered in the course of professional tasks; the projects should be aimed at solving those problems in ways that can benefit both the student's own study and his or her profession. The emphasis is on practical difficulties overcome by practicable solutions. Since every student admitted to Fielding will be differently experienced and differently oriented, no standardized curriculum could be appropriate. The curriculum is therefore individualized. It is developed by the student and faculty through carefully designed admissions process which culminates in a personal graduation contract. In addition to the individualized curriculum, there are skills which every candidate for an advanced degree at Fielding should possess. These are not specialized skills. They are basic human qualities requisite for participation in the community of scholars. They include communications skills, intellectual skills, and decisional skills.

Faculty teaching and supervising is done by faculty persons who maintain close, direct one-to-one relationships with students. The programs are distinguished by the names given the supervisors: Field Faculty Advisers in the Master's Program; Mentors in the Education Program, and Coordinators in the Clinical and Counseling Psychology Programs.

3. Delivery System

(a) Time/space requirements, residency. There are no residence requirements and any time/space requirements are included in the learning contract completed at the time of admission.

(b) Independent study utilization. Individualized instruction is very much a part of the educational of the educational experience of students at Fielding Institute.

(c) External nature. All of the educational programs at Fielding are external degree programs.

(d) Media Utilization. No specific media utilization appears in the submitted materials.

(e) Learning Contract. Each student negotiates with a Mentor a graduate contract. The contract names the type of degree sought, the envisioned research or project, the learning needed to carry out such a study in professional and personal growth. It will also specify time schedule, points at which assessment take place, and the criteria by which the student and Fielding judge whether the goals have been met. Most students have individual contracts, however, one pair of students developed a group contract utilizing a team approach for their project.

4. Methods for Learning Instruction

Learning is gained through individualized instruction primarily with other methods such as seminars, internships, and the basic research project.

5. Admissions Requirements

The basic academic requirement for admission to the Psychology Program is a Master's Degree in Clinical or Counseling Psychology, or a Master's Degree in Social Work or a comparable professional field, or a Master's Degree in Psychology plus subsequent knowledge and experience in clinical and counseling areas. Most important is that entering students possess knowledge in approximately 50 percent of the twelve knowledge and skill areas required for graduation. Admissions requirements for the Educational Program requires a master's degree or its equivalent and professional experience in education. The admission requirements for the Master's Program is a baccalaureate degree.

6. Completion Requirements

Graduation requires the completion of the Psychology Program as indicated in the contract. The program is competency based and has no requirements of residence in their required courses.

In addition to the successful completion of the four aspects of the Program, knowledge and skills, training, internship, and a research project, each student must demonstrate effective ability as a clinician or counselor. Graduation requirements in the Educational Program are based on the improvement of proficiencies listed in each doctoral contract. Fielding uses credit/no credit symbols rather than grades. Credit is computed on a semester basis. When a student has completed the master's study program, the evaluation panel assesses the work in relation to the study contract to determine whether the contract has been successfully fulfilled.

7. Advanced Standing Processes

(a) Credit by examination. There is no credit by examination evidenced in the submitted materials.

(b) Experiential learning. This process does play an important part in the development of the contract as individual students submit prior experiences as a part of the admissions process prior to establishing the graduate contract.

(c) Transfer credit is not utilized by this institution.

8. Advising and Counseling

It is a belief at Fielding that people learn most effectively in interaction with other people. High value is placed on interactions that take place in doctoral contract workshops, seminars, and summer sessions. Fielding is devoted to the idea that competent peer counseling can make for great emotional and intellectual growth. A doctoral mentor as a member of the Fielding faculty guides the student through all phases of the Doctoral Program. The master's level field faculty adviser is a similar role as the mentor.

9. Learning Resources

Fielding Institute has asserted that it is its responsibility to assist students in obtaining access to whatever learning resources needed. Library resources throughout the country therefore supply the learning resource needs of Fielding students.

10. Evaluation Systems

(a) Student progress. In the graduate education program students' work is reviewed periodically. A first review is conducted after the student has finished the doctoral proposal. Both the contract and the proposal are reviewed by two Fielding faculty other than the mentor and by an external examiner, who is a practicing professional in the student's field, not affiliated with Fielding. During every summer session, a contract review panel assesses each student's progress during an oral review session. When the student has completed all work, a final oral review is held. In the graduate psychology program, assessment is negotiated with an appropriate professor who will make an evaluation of the student's ability to identify the critical issues, persons, and literature of a specific area. All students are assessed in all twelve knowledge and score areas. In the Master's Program evaluation is similar to that found in the doctoral program.

(b) Program evaluation. Fielding Institute is engaged in the continuing evaluation of outcomes though a sizeable sample of graduates does not exist because of the newness of the institution.

11. Costs

Please refer to I, Part E.

C. Recognition and Accreditation:

Please refer to I, Part G.

GOLDEN GATE UNIVERSITY
San Francisco, California 94105

(Western Association

I. Institutional Characteristics - General

A. Purpose:

Golden Gate University is dedicated to the belief that personally, facilitative, and socially useful higher education requires a combination of professional and liberal studies and a balancing of theoretical training and responsible participation in the ongoing society.

B. Sponsorship:

Golden Gate University is a private, non-profit institution with an independent Board of Trustees.

C. Size:

Combined day and evening students 9,000+

Faculty 60 (full-time) 300 (part-time)

D. Degrees Offered:

The undergraduate College of Business and Public Administration offers a diploma in transportation; an Associate of Arts Degree in Public Administration; a Bachelor of Arts; a Bachelor of Science in 16 fields. The Graduate College offers a Master of Business Administration in 11 fields, and the Master of Public Administration. The Graduate College also offers the Doctor of Business Administration and the Doctor of Public Administration degrees. The School of Law offers a Doctor of Juris Prudence and the LLM Degree in Taxation.

E. Costs:

Tuition per semester:

Undergraduate courses	$50.00 per unit
Graduate courses	73.00 per unit
Law courses	94.00 per unit
Doctoral seminars	95.00 per unit

F. Financial Data:

Annual Operating Budget:	$14,000,000.00
Plant Assets:	20,000,000.00
Endowment:	2,500,000.00

G. Recognition/Accreditation

Golden Gate University is accredited by the Western Association of Schools and Colleges

The School of Law is approved by the American Bar Association and accredited by the Committee of Bar Examiners, State Bar of California.

II. Nontraditional Characteristics

A. Definition of Nontraditional Learning:

Unknown

B. Characteristics of Nontraditional Program:

1. Purpose

(a) To provide comprehensive programs of professional and liberal study at the undergraduate and graduate levels for persons preparing themselves for careers in business, public service, or law.

(b) To provide continuing education for persons active in business and government as well as for others engaged in further learning for their own personal development or as a foundation for future full-time and professional study.

(c) To develop in its students the knowledge, analytical and organizational skills, sense of social and civic responsibility and leadership qualities essential for the operation and creative evolution of a free society.

(d) To enrich the interpersonal as well as educational experiences of its students and to contribute to the strengthening of the American community by recruiting, and offering equal educational opportunities to qualified persons regardless of sex, race, religion, or national origin.

2. Curriculum and Faculty

The College of Business and Public Administration provides undergraduate programs of professional and liberal education for careers in various areas of business and public service, and in preparation for graduate study in business administration, economics, political science, public administration, or law. Sixteen majors leading to a bachelor's degree are offered. The graduate college is comprised of five professional schools which include accounting, banking and finance, managment, taxation, and public administration.

Experienced instructors who make teaching their career hold appointments on the full-time faculty. The part-time faculty is selected from among men and women who are pursuing successful professional careers in business, government service and law, and who have the requisite educational preparation and teaching skills to qualify as well informed and effective instructors.

3. Delivery System

(a) Time/Space Requirements

The academic year is made up of three 15-week semesters. Instead of 15-week semesters, terms of 12 or 8 weeks are acheduled for programs at some military bases. Students may enroll for one, two, or all three semesters each year. The University offers morning, afternoon, and evening classes and the students may enroll in any combination thereof. Candidates for a bachelor's degree must complete at least 24 units including 12 upper division units in the major field in Golden Gate University courses. The final 12 units required for the degree must be earned in GGU courses. A minimum of 12 units must be completed in GGU courses by a candidate for the Associate of Arts degree. Candidates for the MBA degree, except for the MBA in Accounting or Taxation, are expected to complete at least 18 units including the final 12 units with Golden Gate U. Candidates for the MPA, MS, and MBA in Accounting or Taxation are expected to complete at least 21 units including the final 12.

(b) Independent Study Utilization

Directed study may be a part of both the undergraduate and graduate program. At both levels, however, directed studies are limited to one three-unit course or seminar per student throughout his or her stay at the University. Exceptions beyond that, which are rare, require the written approval of the appropriate Dean.

(c) External Nature

Both bachelor's and master's programs are offered off-campus in a variety of California locations as well as at Air Force Bases throughout the nation. Also, programs are offered for businesses such as the Bechtel Corporation and Kaiser Industries at a number of locations. Through the military base program students may earn degrees entirely without attending classes on the San Francisco campus.

(d) Media Utilization

An MBA program is available to personnel of the 37 Bay Area corporations which are members of the Association for Continuing Education. This program instruction is by closed circuit television with two-way radio communication between instructors and students using the facilities of the Stanford University instructional television network.

(e) Other

The University offers three correspondence courses designed to prepare students for specific state licensing examinations.

4. Methods for Learning

A variety of teaching methods are implemented depending upon the specific nature of the course. The University does conduct a cooperative education and internship program which combines academic study with on the job experience in a field related to the student's major. However, no academic credit is given for this job experience.

5. Admissions Requirement

Admission to undergraduate programs is based on evidence of a student's ability to profit from the educational program. Such evidence includes the academic record in other institutions, scores on any required tests, motivation and educational objectives. An applicant for admission to the graduate college must hold a bachelor's or higher degree from an accredited college or university with a grade point average of 2.5 or better.

6. Completion Requirements

A student may be awarded a certificate for completion with a "C" average or better of 15 semester units or 30 semester units in the identified fields. The diploma in transportation is awarded to students who have completed, with a "C" average or better, 30 semester units in transportation subjects. Completion of 60 units is required for the AA degree, completion of 123 units is required for the Bachelor of Arts or Bachelor of Science degree. At least a "C" average is required for all undergraduate degrees offered. For the graduate programs, the unit completion requirements vary depending upon the specific degree. However, a candidate must attain an overall "B" average in all courses taken to receive the graduate degree.

7. Advanced Standing

(a) Credit by Examination

A limited amount of credit may be validated by examination including the CLEP general examinations or specific armed forces examinations.

(b) Experiential Learning

Upon submission of an official document indicating completion of one year or more of uninterrupted military service, six units of credit are granted for military service.

(c) Transfer Credit.

Most credits from accredited and acceptable four-year colleges and universities are acceptable as are university level course credits from community colleges. The subject matter of the courses must have application toward degrees offered by GGU.

8. Advising and Counseling

Every undergraduate student is required to plan his/her academic program each semester in consultation with an advisor. All new graduate students in the master's degree curriculum must plan their semester program with an advisor. Other advising and counseling is offered through the Career Planning and Placement Center and the office of the Dean of Students.

10. Evaluation Systems

    (a) Student Progress

    The undergraduate level mid-term examinations are given in most courses and final examinations in all courses. A letter grading system is used unless the student opts for a credit/non-credit rating basis. Credit/no credit may not be used in a required course or in a course in one's major. Credit/no credit grades are not given in graduate courses.

    (b) Program

    Unknown.

11. Costs

    (a) Tuition and Fees

    See Section I., Part E.

    (b) Program Costs

    Unknown.

C. Recognition/Accreditation:

See Section 1., Part G.

HUMANISTIC PSYCHOLOGY INSTITUTE
San Francisco, California 94103

(Western Association of Schools
and Colleges)

I. Institutional Characteristics - General

A. Purpose:

The Humanistic Psychology Institute (HPI) was founded to further the development of knowledge in humanistic psychology and to offer an educational program at the doctoral level.

B. Sponsorship:

HPI is a free-standing graduate school founded by the Association of Humanistic Psychology and incorporated in June, 1971. It is controlled by a Board of Trustees of the Corporation.

C. Size:

As of June, 1976, there were:

Students 177 Faculty 13 (Home)

300 (Field)

D. Degrees Offered:

HPI offers two degrees, the Doctor of Philosophy in Psychology and the Doctor of Philosophy in Humanistic Sciences.

E. Costs:

Tuition is $2,500.00 per year.

F. Financial Data:

The primary source of HPI operating funds is from student tuitions which are projected to be $374,500.00 for the Fiscal Year 1976-77. HPI began the Fiscal Year 1976-77 with an endowment of $50,000.00. Total operating revenue is expected to be $417.860.00. Expenses are projected at $385,902.00 for an operating surplus of $31,958.00 for Fiscal 1976-77.

G. Recognition and Accreditation:

The Institute is seeking accreditation from the Western Association of Schools and Colleges. In March, 1974, the State of California approved the Institute to grant graduate degrees.

II. Nontraditional Characteristics

A. Definition of Nontraditional Learning:

Students selected for HPI have demonstrated ability to learn outside residential degree programs as well as within them. They have developed methods and resources for learning which fit their personal learning styles and have established patterns of continuous life-long learning.

1. Purpose of Program

See Section I., Part A.

2. Curriculum/Faculty

For students whose studies and project are within the field of Psychology, HPI emphasizes study using the humanistic approach to the field. For those students pursuing the doctoral in Humanistic Sciences, the areas of concentration include organizational development, humanistic education, future studies, creativity, and transpersonal experiences.

Full-time home faculty members' only responsibilities include the direction of doctoral students. Since students are responsible for providing subject matter resources, the faculty do not tutor or instruct but rather guide and advise. The field faculty members are located in almost every state and represent leaders in Humanistic Psychology. Most work only with one student and serve as a member of the student's doctoral committee.

3. Delivery System:

(a) Time/Space Requirements - Residency

There is no classroom instruction or residency requirements, however, national meetings are held which bring faculty and students together for short residential periods.

(b) Independent Study Utilization

Most of the student's time in the program is centered in self-directed learning activities.

(c) External Nature

HPI's educational program is based on an external degree format. The program focuses on the educational accomplishments of its students rather than on the manner in which learning occurs.

(d) Media Utilization

This is on an individual basis and students are responsible for locating their own needed resources.

4. Methods for Learning/Instruction

In addition to self-directed learning activities, students may attend classes at local universities, conferences, workshops, lectures, and training institutes. Some students employ learning resource persons as consultants during this portion of their program.

5. Admissions Requirements

HPI applicants are required to have completed the master's degree or its equivalent before matriculation. The data on which an evaluative decision of admission is based are 1. past academic records, 2. vita, 3. recommendations, 4. autobiographical essay, and 5. essay on human science.

6. Completion Requirements-Awarding of Credits

Students earn the doctoral degree when they have 1. completed doctoral level understanding in the field of Psychology or their area of concentration in Humanistic Science, 2. demonstrated their ability to make a creative contribution to knowledge in their field or area of concentration. Doctoral understanding is demonstrated by completion of 24 competencies and three essays which are evaluated by the home faculty. A competency is equivalent to a three-semester unit graduate course. The created contribution to the field is in the form of a dissertation project.

7. Advanced Standing Processes

(a) Credit by Examination

Demonstrated competency in an area may be accomplished through passing an HPI evaluation by examination.

(b) Experiential Learning

This process does not seem to be prevalent among those at HPI.

(c) Transfer of Credit.

Competencies are awarded for completion of appropriate course work at an approved graduate school.

(d) Other

Independent study is also used as an advanced standing process.

8. Advising and Counseling

The primary counseling need is for guidance and advice in academic matters which is performed by the home and field faculty.

9. Learning Resources

In the HPI external degree format, students are responsible for gaining access to materials needed for their development as scholars and their doctoral projects. They are encouraged to gain access to local universitie private and public library collections. However, the Institute is not involved as an agent with students in their gaining access to libraries.

10. Evaluation Systems

At the end of each trimester students are required to complete a report evaluating the research and study activities of that trimester to propose learning activities for the coming trimester. These reports are sent to the home and field faculty members for review and comment and to the Institute for recording. The effectiveness of these learning activities is evaluated by the faculty or their appointed evaluators around accomplishment of competencies, quality of candidacy essays and quality of dissertation.

11. Costs:

Please refer to previous financial information provided in Section I., Part E.

C. Recognition/Accreditation

Please refer to information provided Section I., Part G.

JOHNSTON COLLEGE - UNIVERSITY OF THE REDLANDS (Western Association)
Redlands, California 92373

I. Institutional Characteristics - General

A. Purpose:

The purpose of Johnston College shall be to offer an educational opportunity which will adapt to the changing requirements of student needs and faculty interest as well as to changing external conditions. The college shall operate in a continually evolving experimental mode, and will include as an integral part of the experimental process the communication of the results of the process to others in the field of higher education as appropriate. Johnston College will seek to develop superior structures for higher education that will not become rigid, but will be adapted to the changing needs and conditions of society in an evolutionary mode of improved living learning.

B. Sponsorship:

The college is governed by its board of overseers which in turn reports to the board of trustees of the University of Redlands.

C. Size:

Residential full-time students	156
External degree students full-time	45
MA students full-time	18
Part-time students	11
Faculty	Unavailable

D. Degrees Offered:

Bachelor of Arts Degree
Master's Degree in Humanistic and Transpersonal Psychology

E. Costs:

Tuition: $3,425 for 1976-77 year

F. Financial Data:

1976-77 Expenditures - $588,000.00

1976-77 Revenue - $714,000.00

Endowment - $ 750.00

G. Recognition and Accreditation:

Johnston College is accredited by the Western Association of Schools and Colleges.

II. Nontraditional Characteristics

A. Definition of Nontraditional Learning:

Please refer to Section I., Part A.

B. Characteristics of Nontraditional Program:

1. Purpose -

Please refer to Section I., Part A.

2. Curriculum and Faculty -

Fields of concentration are: social sciences, humanities, sciences, education, and business. Variations in traditional curriculum mentioned can be found in numerous centers such as the Center for Cross Cultural Exchange, the Center for Wilderness Studies, and other centers which provide experiences in training counselors and local probatic department officers and training for psycho-drama directors.

3. Delivery System -

(a) Time/space requirements

The standard Johnston course involves approximately 160 hours of time to complete. The amount of time to complete a course is dependent upon the agreed upon deadline in the learning contract.

(b) Independent study utilization

Independent study is a part of the Johnston College academic program.

(c) External nature

Johnston College does conduct an external degree program.

(d) Media utilization

No unique uses of media is described in submitted materials.

(e) Other

Contract learning is at the heart of the Johnston academic model. Each learning experience is delineated in some form of course or experiential contract and these in turn are organized into a student's overall educational plan known as the graduation contract.

4. Methods for Learning -

A number of teaching methods are employed including traditional classroom teaching, team teaching, seminars, independent study and internships are also used as instructional methods.

5. Admissions Requirements -

Admission is based on a personal interview following the submitting of personal references, a high school transcript, and SAT or ACT scores.

6. Completion Requirements -

Successful completion of the graduation contract.

7. Advanced Standing -

(a) Credit by examination

Unknown

(b) Experiential learning

Credit is given for prior learning from work and life experiences.

(c) Transfer credit

Credit from other colleges and universities is accepted.

8. Advising and Counseling -

   Each student has an advisor who offers assistance throughout the student's academic program.

9. Learning Resources -

   Johnston College shares a library and other learning resources with the University of the Redlands.

10. Evaluation Systems -

    (a) Student progress

    The college uses written evaluations instead of grades which, hopefully, give a more accurate portrayal of the student's strengths and weaknesses than abstract letter grading systems.

    (b) Program

    Each senior student fills out a lengthy questionnaire called The Senior Exit Inventory which asks students to evaluate various structures of the college to indicate the frequency of the occurance of certain behavior patterns, to indicate their perception of personal growth changes and to respond to a host of miscellaneous questions.

11. Costs -

    (a) Tuition and fees

    Please refer to Section I., Part E.

    (b) Program costs

    Please refer to Section I., Part F.

RAND GRADUATE INSTITUTE
Santa Monica, California 90406

(Western Association)

I. Institutional Characteristics - General

A. Purpose:

The purpose of the Rand Graduate Institute is to provide advanced graduate training leading to a doctoral degree in policy analysis. Defined as the application of scientific methods to problems of public policy and choice in domestic and international security affairs.

B. Sponsorship:

The Rand Graduate Institute is affiliated with the Rand Corporation which is an independent non-profit organization. The Rand Corporation is governed by a Board of Trustees who represent the public interest and are active in the affairs of the Corporation.

C. Size:

As of 1978, there were:

Students 42 Faculty 28 (regular)

D. Degrees Offered:

Ph.D. in Policy Analysis

E. Costs (Tuition and Fees):

Tuition is $3300.00.

F. Financial Data:

The Rand Graduate Institute is in a financial sense an integral part of the larger Rand organization. The financial stability of the Institute is determined by the strength of Rand. The Institute's sources of funds include Corporate Funds contributed by Rand, a $150,000 grant for three years from the Ford Foundation in 1973, supplemented by another Ford Foundation grant of $100,000 in 1976, and tuition revenues which will amount to $65,000 for the academic year 1978/1979. Other funds are provided from Rand contracts to support the research work performed by students in connection with their on-the-job training.

G. Recognition and Accreditation:

The Institute is fully accredited by the Western Association of Schools and Colleges.

II. Nontraditional Characteristics

A. Definition of Nontraditional Learning:

The coupling of on-the-job training in a unique research environment with formal academic training techniques and concepts drawn from different disciplines of importance in policy research defines the innovative approach taken by the Rand graduate program in policy analysis.

B. Characteristics of Nontraditional Program:

1. Purpose of Program

   Please refer to the purpose given in Section I, Part A.

2. Curriculum/Faculty

   The curriculum involves three categories of study. 1. Analytical core courses covering concepts-and-theory and tools-and-techniques that are central to policy analysis. 2. Seminar workshops based on completed Rand studies conducted by project leaders or other senior participants. 3. On-the-job training in ongoing Rand policy research projects.

   The Institute's faculty is drawn principally from the doctoral staff of Rand's professional departments.

3. Delivery System

   (a) Time/Space Requirements - Residency

   The three-year curriculum comprises nine academic quarters of ten weeks each.

   (b) Independent Study Utilization

   Not applicable.

   (c) External Nature

   Not applicable.

   (d) Media Utilization

4. Methods for Learning/Instruction

   The core courses are taught through very traditional learning methods. More advanced work in some fields is provided by faculty, tutorials, by seminar workshops, and through on-the-job training.

5. Admissions Requirements

The Institute's admission requirements include a master's degree or equivalent post-bachelor's degree training or experience relevant to advanced work at the Rand Graduate Institute. Students should have some knowledge of physical or biological science, social science, and mathematics.

6. Completion Requirements

After completing at least seventeen courses and workshops with satisfactory grades, students are eligible to take written and oral qualifying examinations. In the third year of their Institute work those who pass the qualifying examinations are expected to write a publishable dissertation evolving out of the on-the-job training in which they have been engaged through their participation in ongoing Rand research projects. Award of the doctoral degree follows satisfactory completion of the dissertation and the preceding courses and workshops.

7. Advanced Standing Processes:

(a) Credit by Examination

Students are expected to take all of the analytical core courses unless they have already had closely comparable work elsewhere. In such cases credit may be granted by examination.

(b) Experiential learning

Not applicable.

(c) Transfer Credit

Not applicable.

8. Advising and Counseling

Advising and Counseling is provided by the faculty and administration of RGI.

9. Learning Resources

The Rand library maintains one of the largest special libraries on the West Coast with holdings of 63,000 books, 225,000 reports, 15,000 bound periodicals, and over 1,600 active subscriptions. The Rand computation center provides both researchers and students with resources and services comparable only to large computing facilities.

10. Evaluation Systems

(a) Student Progress

Record of each student will be reviewed at the end of the first year to determine whether he or she should be encouraged to proceed. This review is performed by a committee chosen by the director principally from faculty members who have had substantial contact with the student. Course grades may be expressed in alphabetical or numerical form or as pass/fail choice of each faculty member. A brief written statement by the faculty member evaluating the student's performance is also required.

(b) An academic advisory board meets semi-annually to review the Institute's program and to advise the Director on curriculum, faculty, admission, funding, and other matters. Through questionnaires and informal meetings with faculty, students may express their views about courses and instruction.

11. Costs

Please refer to Section I, Part E.

C. Recognition/Accreditation:

Please refer to Section I, Part G.

UNIVERSITY OF CALIFORNIA, SANTA CRUZ (Western Association)
University of California, Santa Cruz, CA 95064

I. Institutional Characteristics--General

A. Purpose:

The special purpose of Santa Cruz, as a constituent campus of the University of California System, is to emphasize undergraduate teaching, and to make education a personal and unifying experience for students and faculty alike. Although UCSC, like all UC campuses, is a research university offering graduate programs in selected fields, all faculty members actually teach undergraduates, as well as conducting research.

Please refer to Section II, Part A.

B. Sponsorship:

The University is a public land grant institution. Its organization and government are entrusted, under the state constitution, to a corporate body, The Regents of the University of California.

C. Size:

Three quarter average for 1977-78: total of 5,876 students (5,545 undergraduates, 331 graduates).

346 FTE teaching faculty, 104 FTE teaching assistants, 1,023 FTE staff.

D. Degrees Offered:

Bachelor of Arts
Bachelor of Science (Earth Sciences major only)
Master of Arts
Master of Science
Candidate in Philosophy
Doctor of Philosophy

E. Costs: (1978-79)

Required fees per quarter for California residents:	$255.50
Residents of other states or countries:	$890.50

F. Financial Data:

Not submitted.

G. Recognition and Accreditation:

UC, Santa Cruz is accredited by the Western Association of Schools and Colleges. In addition, the Teacher Education program is accredited by the Commission for Teacher Preparation and Licensing--Approved Programs Branch, and the Chemistry program by the American Chemical Society--Committee on Professional Training.

II. Nontraditional Characteristics

A. Definition of Nontraditional Learning:

The Santa Cruz campus opened in 1965 with a particular role in the UC System--to make education a personal and unifying experience for students and faculty alike. The campus's academic plan and even its physical design were devised to overcome some of the gaps in higher education: separations between students and faculty, between teaching and research, and among the disciplines themselves.

A solution was seen in the creation of several small residential colleges, each complete with its own faculty, students, programs, and buildings. In the center of the campus, within walking distance of each college, are the library, science laboratories, large lecture halls, and other University facilities that are used by all the college communities and the Graduate Division. Every undergraduate student is a member of a particular college, but may take classes anywhere on campus--in the disciplines or, with very few exceptions, in any of the colleges. In this way, the inherent advantages of a small college setting have been combined with the strengths in scholarship and research of a major university.

All traditional majors are available to students, regardless of their college affiliation. UC, Santa Cruz also offers a number of interdisciplinary majors. Sometimes students complete more than one major, combine majors, or design their own majors. Students are also encouraged to design and pursue courses of individual study. This can include independent research, part- or full-time off-campus field study, internships, or an individual major program. Juniors or seniors may obtain approval to teach a seminar of their own design to undergraduates. These student-directed seminars are supervised by a faculty member. UCSC was designed to emphasize undergraduate education, and as a result, it offers unique opportunities for undergraduates to participate in faculty research efforts.

Through the University Extension program, UC provides a statewide, year-round, continuing education service that links the University with the people and communities of the state. Extension programs vary in length and format from one-day conferences and short lecture series to courses of two or more quarters and certificate programs requiring up to several years.

B. Characteristics of Nontraditional Programs:

1. Purpose:

Please refer to Section I, Part A and Section II, Part A.

2. Curriculum and Faculty:

Santa Cruz is composed of eight undergraduate colleges and three academic divisions: humanities and arts, natural sciences, and social sciences. The faculty or fellows of each college represent a range of disciplines. Working side by side in the college communities, faculty members are often inspired to design college courses and sponsor interdisciplinary programs to complement the traditional campuswide programs.

Faculty fellows of the colleges also have an affiliation with campuswide boards of studies in their particular disciplines. Serving many of the functions of departments in other universities, the boards support academic programs, research, and professional development within the disciplines and administer most campuswide undergraduate and graduate degree programs.

3. Delivery System:

(a) Time/space requirements:

The UC academic year is organized on the quarter system with three quarters constituting the regular academic year. The normal undergraduate program at Santa Cruz consists of three courses per quarter with each course being equivalent to five quarter units.

Three quarters is the minimum period of time in which a student must be registered or "in residence." Of the final nine courses completed by a candidate for a bachelor's degree, seven must be regular courses of instruction offered by Santa Cruz and taken as a registered student at Santa Cruz. A comprehensive exam or senior thesis is required for graduation.

(b) Individual and field study utilization:

Especially in the upper division, students are encouraged to devise special courses to pursue independently under the guidance of faculty members. Independent off-campus field study is also available through most colleges and boards of studies.

Roughly 1,100 upper-division students each year obtain field experience through the seven established experiential learning programs of the campus: Community Studies Field-Study Programs, Cooperative Education Program, Educational Field Program, Environmental Studies Internships, Extramural Education and Community Service Program, Merrill Field Program, and Psychology Field Program. As estimated 85-90% of these students earn academic credit in connection with their field experiences, primarily through the "field study" and "independent field study" courses available by arrangement from all colleges and boards of studies. Several hundred other students each year arrange credited field experiences outside the established programs, by working directly with faculty sponsors and outside agencies.

Please refer to Section II, Part A.

(c) External Nature

The University of California Extension is a statewide continuing education service linking the University, its scholars, research, and resources with the people and communities of the state. Enrollment for degree credit in University Extension courses is permitted for regularly enrolled students when approval has been obtained in advance.

Please refer to Section II, B. 3. (e).

(d) Media Utilization

Media support is available for academic, research, and recreational purposes. Production equipment and assistance are available in television, still photography, cinematography, audio recording, and graphics. Television production involves the use of both portable and studio equipment; a closed-circuit cable system serves 1,457 points on campus.

The learning laboratory program supports individual study through the audio-retrieval system, which provides automatic remote access to recorded lectures, readings, dramatic and musical performances, and materials in foreign languages. There are 100 learning laboratory stations on campus. The learning laboratory also provides access to the campus's archive of motion pictures and vidio tapes.

A student-run newspaper is totally produced on campus, utilizing two Quadritek 1200 phototypesetting machines. Installation of a 1,250-watt transmitter at the campus radio station, KZSC, is about to extend its range to a 50-mile radius of Santa Cruz.

A special collection of Third World multimedia teaching materials is available.

(e) Other

The Education Abroad program, administered by the Santa Barbara campus, offers opportunities to outstanding undergraduate and graduate students of the University of California to study in universities overseas as part of their regular academic program. A graduate student in good standing who wishes to take advantage of educational opportunities available only at another campus of the University may become an intercampus exchange graduate student for one or more quarters.

Three programs--University Extension, Summer Session, and Academic Re-Entry--comprise Santa Cruz's Extended Studies efforts. They have in common the responsibility of helping the University to serve those qualified students whom its more conventional curricula schedules and services do not ordinarily reach. The administration of the three units, and each unit's programs and services, are coordinated and overseen by the Dean of Extended Studies.

Varying in length and format from one-day conferences and short lecture series to courses of two or more quarters and certificate programs requiring up to several years, Extension programs provide opportunities to continue the pursuit of intellectual and cultural interests, results of current research, education for professional or career advancement, education in public responsibility, and educational services for government and voluntary agencies. Though increasingly designed for those who have been to college, many programs are open to any adult who can benefit from university-level study. The instructional staff consists chiefly of faculty from the University of California and other educational institutions, and others who are regarded as authorities in their respective fields.

Summer Session offers a variety of liberal arts courses on an undergraduate level. In addition to the regular course offerings, some exceptional educational opportunities are available. The Summer Language Institute is a full-time residential language program which offers intensive instruction in French, German, Russian, and Spanish. The Summer Dance Theater Institute offers intensive work in contemporary dance techniques, theory, composition, and repertory. Taking advantage of its location on the Monterey Bay, and the availability of faculty from the Center for Coastal Marine Science, the campus offers a special program which includes both classroom and field work in marine biology and oceanography.

Helping the nontraditional student both enter and thrive within the University is the purpose of UCSC's Academic Re-Entry Program. Its primary function is to enable students who either cannot undertake full-time study or are "out of phase" with the typically aged college-goer to attend the University and receive a bachelor's degree in any major of their choice. In order to be admitted into the University as a part-time degree-seeking student, the prospective enrollee must meet regular admissions requirements, and must be unable to study full-time owing to employment responsibilities, family obligations, retirement or health.

4. Methods for Learning:

Most courses at Santa Cruz are taught as lectures, or, when the class is small enought for considerable discussion, as seminars; laboratory or field work is associated with some courses. Individual study and field study, as mentioned above, are also important elements in the learning methods at Santa Cruz.

An enrolled student may obtain full academic credit for a course by passing an examination or completing an appropriate body of work supervised by a regular instructor for the course.

5. Admissions Requirements:

To be eligible for admission to the University as a freshman, a student must meet the subject requirement, the schlorship requirement, and the examination requirement.

Subject requirement: Specific high school subjects must be completed with at least a grade of "C" in each semester of each course.

Scholarship requirement: An overall average of "B" (3.0) is required in courses taken after the ninth grade that are used to meet the subject requirement. An overall average of 3.4 is required of students who are not California residents.

Examination Requirement: All applicants must submit scores from the CEEB tests which are required.

NOTE: Effective fall quarter 1979, the admissions requirements for California resident freshmen have been revised as follows:

Subject requirement: No change.

Scholarship requirement: Students with a grade-point average of 3.30 in the courses taken after the ninth grade that are used to meet the subject requirement are eligible to enter the University regardless of their scores on standardized tests. Students with grade-point averages below 3.30 but higher than 2.77 will be eligible for the University if they achieve specified scores on the standardized tests.

Examination requirement: All freshmen applicants must submit scores as follows: Either the SAT test or the ACT test and three CEEB achievement tests which must include (a) English composition, (b) mathematics, and (c) one from among the social studies or foreign languages.

Eligibility requirements for advanced standing applicants are available on request.

6. Completion Requirements

To qualify for a bachelor's degree, an undergraduate student must meet the following conditions:

-- Complete 36 courses or the equivalent with a notation of "Pass," of which seven of the final nine courses must be regular courses of instruction offered by Santa Cruz and taken as a registered student at Santa Cruz;

-- Register for a minimum of three quarters;

-- Satisfy the University requirements in American history and institutions and in English composition;

-- Satisfy the campus breadth requirements in humanities, natural sciences, and social sciences;

-- Satisfy the general requirements of his or her college;

-- Complete an approved major program, including a comprehensive examination or senior thesis.

7. Advanced Standing

(a) Credit by Examination

The University grants credit for certain examinations of the College Level Examination Program, providing the tests do not duplicate subjects completed in an cccredited institution. Ten quarter units of credit are given for scores of 500 or better in the acceptable general examinations.

(b) Experiential Learning

Beginning with work completed in fall 1974 and for a trial period of five years, a maximum of nine quarter units may be granted at the time of admission.

The registered student has the opportunity to participate in experiential learning programs as outlined in Section II, B. 4.

(c) Transfer Credit

The University grants credit for courses that have been completed in other regionally accredited colleges and universities that are consistent with its curriculum.

8. Advising and Counseling

Each student is assigned a faculty adviser by the college to help with academic matters Professionally trained counselors are also available in the colleges for personal and group counseling. In addition, the Career Planning and Placement Center provides career counseling and educational career advising. The Educational Opportunity Program assists minority and other disadvantaged students from low income backgrounds, both in gaining access to the University (getting admitted) and in terms of a comprehensive program of support services (advising, tutorial assistance, career guidance). The Academic Re-Entry Office provides a similar support function for part-time degree-seeking students who are unable to maintain a full-time study program owing to employment responsibilities, retirement, family obligations, or health. It also assists women who are returning to school and find themselves older than the present college generation.

9. Learning Resources

The University Library contains 550,000 volumes, in addition to microfilms, audiovisual, and other resource materials. All Library stacks are open to undergraduates, and a computer-printed book catalog makes access easy. The Library has developed a number of special collections including the archives of Lick Observatory, the Santa Cruz County Historical Collection, modern avant-garde literature of the twentieth century (including, for example, the works and personal papers of Robert Duncan, John Steinbeck, and T.S. Eliot). South Pacific Library holdings are believed to constitute one of the finest collections outside the South Pacific and are steadily being augmented. Students have access to the UC, Berkeley Library via the daily jitney service, and to the other UC libraries through the interlibrary loan program.

Other support services include the University Computer Center (with both batch and interactive facilities), the Office of Instructional Services (see also Section II, B. 3 (d)), and the Third World Teaching Resource Center.

The campus has three Organized Research Units: Lick Observatory, the Center for South Pacific Studies, and the Center for Coastal Marine Studies.

10. Evaluation Systems

(a) Student Progress

Academic performance in courses at UCSC is recorded with a narrative evaluation prepared by the instructor and accompanied by a Pass or No Record notation. Courses graded No Record do not appear on the student's official transcript of record.

(Letter grades are available as an option in certain advanced courses in addition to the evaluation.)

The narrative evaluation usually describes the specific requirements of the course and assesses the student's performance in the various areas of class activity and general understanding of the course content. From one to four paragraphs in length, its evaluation of the quality and characteristics of the individual student's work inevitably conveys more information than does a letter grade. This form of evaluation was introduced to encourage students to pursue learning for its own sake, rather than to achieve a grade, and recent surveys have revealed enthusiastic support for the system. Alumni and current students regard it as a strong factor in their education, while the impressive record of UCSC students' admission to graduate and professional schools, and to career employment of all kinds, documents its value as a means of judging ability and potential.

As an important component of the Narrative Evaluation System, comprehensive examinations and/or senior theses are required of all undergraduates. These are evaluated Honors, Pass, or Fail. The full narrative evaluation of a comprehensive examination or senior thesis awarded Pass or Honors becomes part of the student's official transcript or record.

(b) Program Review

Since UC, Santa Cruz is part of the nine-campus UC system, program review takes place on several levels. Programs are reviewed by the (Systemwide) Academic Planning and Program

Review Board and by committees of the Academic Senate. In addition, the California Postsecondary Education Commission is charged by the State Legislature with responsibility for planning and coordination of postsecondary education within the state and consequently is mandated by law to review and comment on all proposed programs in California's three public segments.

However, principal responsibility for program review lies with the individual campus, UC, Santa Cruz. Informal review takes place as part of the campus budget, course approval, and curriculum mechanisms. Each of the academic units (boards of studies, divisions, and colleges) also regularly reviews its own programs with the assistance of faculty and students. Additionally, the campus administration and the Santa Cruz Division of the Academic Senate conduct an extensive review of each program on a five-year cycle.

The Committee on Undergraduate Courses and Curricula is responsible for reviews of undergraduate programs. The Committee appoints review committees who consult academic administrators, individual faculty, and selected students. Graduate programs are reviewed in a similar process by the Graduate Council. Organized Research Units prepare an annual report; every five years a full-scale review is undertaken.

11. Costs

(a) Tuition and Fees

Please refer to Section I, Part E.

(b) Program Costs

Not submitted.

C. Recognition and Accreditation

Please refer to Section I, Part G.

Among the UCSC faculty are many distinguished and internationally known scholars. At the present the campus has eleven members of the National Academy of Sciences, eleven members of the Academy of Arts and Sciences, and the UC System's only foreign associate of the French Academy of Science.

UCSC seniors excel in winning national scholastic awards (Danforth, Fulbright, NSF Fellowships, among others). Well over one-third of graduating seniors each year go on to graduate school, and the universities where they are accepted include not only all the other UC campuses but Yale, Harvard, Stanford, Princeton, Cornell, MIT, Chicago, Wisconsin, Michigan, and other institutions of noted excellence.

UNIVERSITY OF LA VERNE (Western Association)

La Verne, California 91750

I. Institutional Characteristics - General

A. Purpose:

The overall goal and mission of the University of La Verne is to provide a service to mankind through effective education and/or training to meet learning needs wherever they exist and whenever they can be clearly identified and effectively met.

B. Sponsorship:

The University of La Verne is a private institution governed by a Board of Trustees.

C. Size:

Students:

Student enrollment on-campus	1,300+
Student enrollment in field studies sector off-campus degree programs, Fall 1975	910
Non-degree, inservice courses	5,800

Faculty:

Full-time, on-campus	100
Part-time, on-campus	250
Instructors for field studies section off-campus programs, Fall 1975	550

D. Degrees Offered:

Associate of Arts
Associate of Science
Bachelor of Arts
Bachelor of Science
Master of Education
Master of Arts in Teaching
Master of Arts
Master of Science
Master of Business Administration
Master of Public Administration
Doctorate in Education
Doctorate in Juris Prudence

E. Costs:

Full-time tuition	$1,417.50/year
Part-time Tuition	95.00/semester hour
LVCapa tuition	95.00/semester hour
Credit for learning from experience	25.00/semester
Course challenge	75.00/course

Residence Center tuition varies with the location and program.

F. Financial Data:

Unavailable from submitted material.

G. Recognition and Accreditation:

Commission on Teacher Preparation and Licensing
California State Department of Education
California Bar Association

University of La Verne is accredited by the Western Association of Schools and Colleges

II. Nontraditional Characteristics

A. Definition of Nontraditional Learning:

See Section II. B., #1, Purpose

B. Characteristics of Nontraditional Program:

1. Purpose

The primary mission of the School of Continuing Education is to provide education and/or training off-campus where the need is evident and the necessary resources can be obtained to implement the program effectively. The mission of LVCapa is to provide adult students with a carefully coordinated and expeditious opportunity to pursue the baccalaureate degree in individually designed programs where their competence is recognized and the standard requirements for the degree are creatively applied.

2. Curriculum and Faculty

Curriculum is based in the following areas: communication, humanities, natural science, social science. The average campus student completes between three and four independent studies in the program. The compensation is such that only those instructors in excess of 10 independent studies for Capa and regular undergraduate students will be paid extra.

3. Delivery System -

(a) Time/space requirements

Time/space requirements are dependent upon the learning contract.

(b) Independent study utilization

Independent study is very much a part of the academic program at the University of La Verne.

(c) External nature

Through the School of Continuing Education are professional development centers which provide post-graduate courses. In-service education provides courses for both undergraduate and post-graduates. Residence centers provide courses at the undergraduate and post-graduate levels on military installations.

(d) Media utilization

Unavailable in submitted material

(e) Other

The learning contract is the basis for the LVCapa program. It may take two forms. One form concentrates on more traditional approaches to degree requirements of the college and the other emphasizes an individualization of the learning activities of the student. In each case the student, after working closely with the Capa staff in preparing the learning contract, submits the contract to a specially formed committee that is charged with approving the contract, supervising the student while working on the contract, and making the final evaluation of the student before granting the Bachelor of Arts degree. The learning contract with an emphasis on college requirements consists of: (1) evaluation of prior course work, (2) general education requirements, (3) a major contract, (4) electives, and (5) selected areas to be covered in a final comprehensive examination. The learning contract with a student emphasis consists of: (1) a resume with both vocational and intellectual experiences, (2) learning goals, (3) learning activities, experiences, courses, and studies to be considered, (4) learning outcomes, and (5) evaluation.

4. Methods for Learning

Methods for learning include both traditional classroom experiences as well as independent study, short courses, and internships.

5. Admissions Requirements

LACapa students are considered for admission on the basis of motivation, commitment, and a background of experiences on which to build a course of study.

6. Completion Requirements

Graduation requirements of LVCapa students are:

(1) demonstrate ability in English composition,
(2) fulfillment of general education requirements,
(3) completion of a major, including the senior comprehensive examination,
(4) completion of not less than 32 courses of which eight must be in residence.

In addition, no more than half of the student's program may be experience credits with a maximum of 8 experience credits in any program. Also, no more than 4 of the 8 courses in the major may be experience credits.

Completion requirements for off-campus programs are exactly the same as those on campus.

7. Advanced Standing

(a) Credit by examination

CLEP as well as Challenge examinations are available for use by University of La Verne students.

(b) Experiential learning

Credit for experience depends upon presenting evidence within the context of current studies of and understanding of the relationship between the experience and the student's academic goal. Competency gained through experience is demonstrated by successfully completing credit in independent, directed studies, challenges, or regular courses which are relevant extensions of the experience into academic study.

(c) Transfer credit

Twenty-four courses of "C" work or better if transferable from other institutions.

8. Advising and Counseling

Advising and counseling is handled by the University of La Verne faculty and staff.

9. Learning Resources

Students in both on-campus and off-campus programs are able to use all available learning resources in the University of La Verne library. In off-campus courses such as the residence center program, resources are placed in military based libraries by the University of La Verne, local community libraries, and local institutional libraries.

10. Evaluation System

(a) Student progress

Traditional grading policies and standards of progress are used.

(b) Program

Programs are assessed by the Office of Research, Evaluation and Quality Assurance, in cooperation with appropriate Academic Dean and Division Chairperson.

11. Costs

(a) Tuition and fees

Refer to Section I., Part E.

(b) Program costs

Refer to Section I., Part F.

C. Recognition and Accreditation

Refer to Section I., Part G.

UNIVERSITY OF THE PACIFIC (Western Association)
Stockton, California 95211

I. Institutional Characteristics - General

A. Purpose:

The University of the Pacific provides courses of study which enable students to obtain a comprehensive liberal arts education. It also provides, particularly in the upper division and the graduate division and through its professional schools, programs which will prepare students to enter a vocation directly or to enter another graduate professional school for specialized study.

B. Sponsorship:

University of the Pacific is a private, non-profit institution with a Board of Regents as the governing body.

C. Size:

Students: 6,500 Faculty: 375

D. Degrees Offered:

Bachelor of Arts
Bachelor of Fine Arts
Bachelor of Music
Bachelor of Science
Master of Arts
Master of Music
Master of Science
Doctor of Arts
Doctor of Education
Doctor of Pharmacy
Doctor of Philosophy
Specialist in Education

E. Costs:

Tuition per school year 1976-77 permitting enrollment for 12-18 units in each semester:

Resident	$3,766.00	
Part-time 6 1/2 - 11 1/2 units	164.00	per unit per semester
Part-time 1/2 - 6 units	128.00	per unit per semester

F. Financial Data:

Unavailable

G. Recognition and Accreditation:

The University of the Pacific is accredited by the Western Association of Schools and Colleges.

II. Nontraditional Characteristics

A. Definition of Nontraditional Learning:

A more flexible and individualized program of study for mature, intelligent, and accomplished people who are not college graduates but who are interested in the challenge and reward of further university study. These programs include tutorials, independent study, work-study, field work, and experiential learning. The learning experience closely relates to occupational, social, and cultural endeavors in which the student is otherwise engaged.

B. Characteristics of Nontraditional Program:

1. Purpose -

The objectives of the University Without Walls (UWW) concept are to provide an environment which will enable the student to: (1) demonstrate competence in communication skills as these skills are developed to meet the requirements outlined in the program objectives; (2) demonstrate ability to learn from the environment relative to the criteria established in the course outline; (3) meet the requirements necessary to graduate as determined by the advising committee.

2. Curriculum and Faculty -

The UWW program offers an individualized curriculum for each student. The student works with an advising committee which helps to reach the educational objectives. The curriculum incorporates outside learning experiences as well as more traditional classroom activities which are appropriate to the student's goals. The nature of the student's learning will be specified in the "learning contract" which is agreed upon by the student and the advisor.

The ways a faculty member may be involved in the UWW Program are: (1) be a UWW student's advisor; (2) serve on a UWW student's advising committee; (3) have a UWW student do an independent study under him; (4) have a UWW student in his regular class; (5) evaluate the student for the worth of his previous learning experience, or (6) be elected to the UWW governing board. In addition to full-time University of Pacific professors, UWW will utilize the services of a number of community resource persons in adjunct professorial roles.

3. Delivery System -

   (a) Time/space requirements

   The UWW student is not tied down to any fixed or set time schedule of quarters, terms, trimesters or semesters. The student is able to plan his or her experience around a time frame that seems best suited for the learning plan.

   (b) Independent study utilization

   Independent study is very much a part of the individual study program of the UWW concept.

   (c) External nature

   Activities delivered externally are through internships, jobs, field experiences, and travel in this country and abroad.

   (d) Media utilization

   Program material, cassettes and other technological aides are used for learning.

   (e) Other

   A learning contract is a program that the student and an advisor agree upon together with a mutually conceived statement establishing the criteria for evaluating the term's work. The contract has four basic parts: goals, educational activities, description, and certification criteria.

4. Methods for Learning -

   The inventory of learning methods include: a schedule of regular classes, internships, jobs and field experiences, independent study, individual and/or group project activities, travel in this country and abroad, the program material, cassettes, and other technological aides.

5. Admissions Requirements -

UWW admissions criteria is separate and distinct from regular university procedures for admission. The student must present the following: (a) a high school diploma or its equivalent; (2) a transcript of any previous college work; (3) a written biographical statement; (4) three letters of recommendation; (5) a written statement of reasons for seeking admission to UWW. In order for the student to be accepted into the program he will be required to meet regular university admissions criteria with respect to the transcript and letters of recommendation. In addition, the student must transfer approximately 56 semester units of university-level credit at the time of admission.

6. Completion Requirements -

Completion requirements depend upon the certification criteria determined in the learning contract.

7. Advanced Standing -

The student may receive credit for previous learning experiences, conventional college course work, unconventional courses taken at a non-college institution or through competency demonstrated by passing examinations prepared by individual faculty members. In addition, competency that is not measurable by course equivalency examination can be demonstrated by any other means acceptable to the student's admission review committee. In all cases documentation of prior experience and learning is essential.

8. Advising and Counseling -

After being admitted to the UWW program, the student is assigned to an advising committee made up of university faculty members who are familiar with the areas of study the student wishes to pursue. A major advisor will be assigned to the student by the UWW coordinator. A student's advising committee makes recommendations on whether the student has met the requirements for graduation to the UWW governing board. The advisor will meet with the student on a regular, predetermined basis that seems appropriate to the need.

9. Learning Resources -

The basic needs of the university are served by the materials housed in the library containing a collection of 240,000 bound volumes, 180,000 microforms, 33,000 pamphlets and a combined periodical list of 3,200 titles. An inventory of learning resources is the guide used for planning student programs and is put together by the student and the advisor.

10. Evaluation Systems -

(a) Student progress

The student's major faculty advisor and the advising committee review the student's contract, evaluate it and make a recommendation based on their evidence to the UWW governing board. Periodic reports at least every six months will be made by the students advising committee based on the evidence that has been presented which shows how far the student has progressed in reaching the stated goals.

(b) Program

Evaluation methods include informal discussions, a questionnaire survey of UWW students, lengthy interviews with faculty associated with the program and inspection of student projects.

11. Costs -

(a) Tuition and fees

The tuition rate for UWW is identical to that of other campus programs.

(b) Program costs

UWW is financed through tuition receipts.

C. Recognition and Accreditation:

Please refer to Section I., Part G.

UNIVERSITY OF THE REDLANDS (Western Association)
ALFRED NORTH WHITEHEAD COLLEGE
Redlands, California 92373

I. Institutional Characteristics - General

A. Purpose:

Alfred North Whitehead College is designed to provide an academic environment for adult learners who wish to engage in advanced graduate and undergraduate study.

B. Sponsorship:

Alfred North Whitehead College is sponsored by the University of Redlands.

C. Size:

235	Students involved in the Bachelor of Arts in Public Service Management
327	Students involved in the Bachelor of Science in Business Administration
275	Students involved in the Bachelor of Arts in Liberal Studies
431	Students involved in the Master of Arts in Education
310	Students involved in the Master of Arts in Management
150	Students involved in the Master of Arts in Human Resources Management
10	Students involved in the Master of Arts in Liberal Studies

D. Degrees Offered:

Bachelor of Arts in Liberal Studies/Interdisciplinary
Bachelor of Arts in Public Service Management
Bachelor of Science in Business Administration
Master of Arts in Liberal Studies/Interdisciplinary
Master of Arts in Human Resources Management
Master of Arts in Education
Master of Arts in Management

E. Costs:

Undergraduate Tuition
$68.00 or $75.00 per unit dependent on program
$40.00 matriculation fee

Graduate Tuition
  $80.00 per unit
  $50.00 matriculation fee

F. Financial Data:

Unavailable from submitted material.

G. Recognition and Accreditation:

The University is fully accredited by the Western Association of Schools and Colleges.

II. Nontraditional Characteristics

A. Definition of Nontraditional Learning

Please refer to Section II-B, 1. Purpose.

B. Characteristics of Nontraditional Program

1. Purpose

(a) To provide a quality educational environment conducive to the introduction of new programs for the mature learner and responsive to contemporary trends in higher education.

(b) To provide curricula which enable the student to unite imaginative skills of liberal studies with the practical elements contral to his/her occupation.

(e) To present the mature learner with the opportunity to review in breadth and depth the humanistic concerns and values important to a satisfying personal and social life.

(d) To provide a viable opportunity for advancement in higher education for the mature learner by meeting unique needs in both scheduling and location.

2. Curriculum and Faculty

The B.A. in Public Service Management program and the B.S. in Business Administration program begin with a personal and professional assessment model, during which the student is instructed in the preparation of the life experience portfolio. Once the student has completed the assessment process, he or she then begins coursework to complete the degree program from a core curriculum consisting of such courses as Social Science Research, Theory of Organizations, Management Concerns and Social Systems, Ethical and Political Issues, Accounting and Finance, Marketing, Management Science, Evaluation Techniques, and Report Writing. A supplement for a curriculum is available in areas such as Decision Making, Urban Sociology, Government and the Environment, Business Law, Planning and Control Systems, International Business, and Dynamics of Institutions and Social Change.

The Master's curricula include units of instruction and research; evaluation; the philosophical, social, and psychological foundations of education of various aspects of management. Integrated into curricular studies is a student's graduate project/thesis.

The faculty for both the undergraduate and graduate program are drawn from the fulltime college faculty members as well as adjunct persons from area colleges and universities, public agencies, and private practice.

3. Delivery System

(a) Time/Space Requirements

Regardless of the student's level of assessed credit in undergraduate programs, each student must complete 30 course units in the core curriculum. Students who do not reach the 90 unit level on assessment complete the degree requirements with course offerings from the supplemental curriculum. The student's graduate project is a core around which instruction revolves. Graduate programs in Education and Management require the completion of 30 units of instruction and a thesis and are designed to be completed in one academic year. The academic year consists of two 15-week seminars and one 5-week intercession.

(b) Independent Study Utilization

Independent study utilization is most demonstrable in the undergraduate Public Service Management program and the Business Administration program, as internships are conducted with students' employers under the general direction of faculty advisors and site supervisors.

(c) External Nature

Alfred North Whitehead College works in cooperation with the Institute for Professional Development in Irvine, California, to provide the degree programs to employ adult learners in an off-campus format. The Institute for Professional Development was established for the purpose of uniting the resources of the University with the resources of public and private agencies in order to provide communities with educational, consultative, and research services designed to meet the specific and unique needs of those communities.

(d) Media Utilization

Film, slide, overhead projection, and audio presentations are made in each of the various undergraduate and graduate programs regularly, as required.

4. Methods for Learning

Undergraduate courses presenting theoretical material are conducted in a variety of formats--lecture, seminar, small group discussion, and field observation. Lectures are kept to a minimum and student participation is emphasized. All of the organization, research and development skills are taught as practicums with a "hands-on" approach. The senior project report is the culmination of the competency based curriculum in which the student designs, implements, and evaluates a useful project of his own choosing. Throughout the graduate programs there are instructional and advisement workshops in which the students meet with the faculty advisor and/or instructional personnel from the University. These workshops are held on the average of once a week. The day of the week, time, and place of the workshops are decided by the students and the faculty advisor at the beginning of the program. The workshops are designed to present core curricular subject materials and to assist students with their project and project evaluation. In addition to the advisement and instruction workshops, students are required to take a comprehensive examination prior to the final oral examination.

5. Admissions Requirements

Undergraduate admissions requirements are: (1) junior standing, (2) 2.0 grade point average, (3) 25 years of age, (4) schedule part-time attendance.

Admissions requirements for the graduate program are: (1) entering graduate level GPA of 2.5 or better on a 4.0 scale, (2) satisfactory scores on the Graduate Record Exam or Miller Analogies Test, (3) two letters of recommendation.

6. Completion Requriements

For an undergraduate degree the requirements are: (1) 120 units of which 30 units are at Whitehead College, (2) completion of core requirements, and (3) accumulation of a 2.0 grade point average at Whitehead College.

Upon completion of all curriculum requirements (including the thesis) and passage of any comprehensive or oral examinations required, the student is awarded a graduate degree.

7. Advanced Standing

(a) Credit by Examination

Not applicable.

(b) Experiential Learning

For undergraduate students the University has established procedures to ensure academic control in recognizing significant learning and in the ultimate, granting credit for prior learning. The following procedures and standards control the assessment process: (1) substantial evidence must be presented to document the award of credit and that credit must relate to participant and program goals, (2) requests for credit are judged by members of the campus faculty who have competence in the subject area. (3) a committee of fulltime University faculty oversees the award of credit for prior learning, and (4) the participants must complete 30 units in residence at the University and pay a fee for the evaluation service before the credit for prior learning is entered on the transcript.

(c) Transfer Credit

One may transfer no more than 66 units from a two-year college but up to 90 units may be accepted including a four-year college.

8. Advising and Counseling

Advising and counseling is conducted by program coordinators in each of the various programs, along with assistance from the Assessment Center staff and participating faculty members.

9. Learning Resources

The University of Redlands library, along with public and private library exchanges throughout California, provide the learning resources for the programs. Data retrieval services, including abstract search services, are available.

10. Evaluation System

(a) Student Progress

Quality of coursework is graded on an eleven-point scale for undergraduates and a four-point scale for graduate students.

(b) Program

Differences in program format necessitate the following quality control measures unique to undergraduate and graduate programs respectively.

Undergraduate program - (1) four class visits per group by program administrators, (2) student visitations on campus, (3) student representative meetings with program administrators, (4) student evaluation forms completed at least twice in a 35-week period, (5) project practicum reviewed by college faculty.

Graduate programs - (1) resident program coordinators are appointed by the Graduate Dean to review the activities of each of the faculty members, (2) where specialized workshops are presented, evaluations are submitted after each session to the college administration, (3) a minimum of two student progress reports are presented in each program a year, (4) external examiners review all theses and participate in oral defenses of student theses.

11. Costs

(a) Tuition and Fees

Please refer to Section I, Part E.

(b) Program Costs

Please refer to Section I, Part E.

C. Recognition/Accreditation:

Please refer to Section I, Part G.

WORLD COLLEGE WEST (Western Association)
San Rafael, California 94902

I. Institutional Characteristics - General

A. Purpose:

The purpose of World College West is to assist people in understanding and preparing for the future, both as individuals and as participants in society.

Primarily by providing young men and women with a fully accredited, multi-faceted yet unified four-year undergraduate education leading to the bachelor of arts degree.

Secondarily by providing a future-oriented context for the continued education of concerned men and women of the community.

In pursuing this purpose, the College will conduct a program which:

Integrates intellectual, emotional, aesthetic, moral and physical growth.

Recognizes the developmental challenges confronting young adults.

Understands learning to be a process of experience and participation.

Is cognizant of the past and present, and is anticipatory of the future.

Organizes knowledge around, and is committed to the humane resolution of, broad public issues, most notably those having to do with environment, international harmony and justice, and pressing social concerns.

Provides a challenging yet supportive community as a means of personal enpowerment.

In pursuing this purpose, the College seeks to demonstrate that educational excellence is possible at moderate cost.

B. Sponsorship:

World College West is an independent, non-profit, four-year college specializing in liberal arts education. World College West is governed by a Board of Trustees.

C. Size:

September, 1978:

Students 50

Full-time staff with teaching responsibilities 7 .

Part-time and adjunct staff with teaching responsibilities 15 .

D. Degrees Offered:

Bachelor of Arts

E. Costs:

Tuition and fees are $750.00 per student per term.

F. Financial Data:

1977-78 expenses were	$310,661.00
Support (in gifts)	214,539.00

G. Recognition and Accreditation:

World College West is a Candidate for Accreditation with the Western Association of Schools and Colleges.

II. Nontraditional Characteristics

A. Definition of Nontraditional Learning:

Please refer to Section II. B., #1, Purpose

B. Characteristics of Nontraditional Program:

1. Purpose

To help students find and enter into experiences in which their values are discovered, utilized, tested and evaluated.

To put students into close contact with instructors who have strong value commitments of their own.

To create situations in which they experience themselves as valued by others.

To shape learning experiences so that the whole person--the thinking, feeling, willing, and doing person--participates and is valued.

2. Curriculum and Faculty

World College West total curriculum is an integrated living, learning, working program designed to achieve the college's goal.

First Year General Education Program. It is a three-module, interdisciplinary, team-taught, year-long program involving reading, seminar discussions, papers, research projects, class presentations, field and work experiences and community involvement.

The three modules are:
  Individual as Self
  Individual and Society
  Individual and the Natural World

Lifework Program. This program makes work and study part of the same learning experience.

Five terms of 16-20 hours per week of work
Two terms of lower division seminars
Three Upper Division Seminars

Second Year World Study Program. It is a year-long program involving preparation and study at home followed by study in and experience of a developing nation.

One term preparation
Two terms abroad

Upper Division Program. The last two years of study enable students to acquire competence in an area within the Human Services or Natural Resources Care and Management. The two years involve the following:

Graduation Contract preparation
Common Core Work (Society & the Future, Social and Institutional Change, Individual Growth and Awareness)
Specialized Core Work (Core Seminars, Internship, Senior Invention)

Faculty are divided into four types: (1) core faculty, responsible for the academic program; (2) adjunct faculty (long term part-time faculty); (3) short term part-time faculty hired on a per course basis; (4) project faculty, hired to advise students on quided individual projects and field of concentration programs.

The policy on faculty load is that a full-time load includes an average of ten class contact hours per week along with three hours of advising and four hours of staff and committee meetings and other non-instructional responsibilities.

3. Delivery System

(a) Time/space requirements

In the general education program the entire full-time year program is required. In the Upper Division three Common Core courses are required; in addition to three Specialized Core Seminars, two terms of Internship and additional course work in the area of of specialization. The lifework program requires three Upper Division seminars, in addition to five terms of work (16-20 hours per week). The world study program requires three terms, two terms of supervised study in another culture following a term of preparation involving sutdy of that culture. The campus residence requirement is four terms.

(b) Independent study utilization

Individual study is an important mode of World College West and students are required to present proposals for guided projects to a coordinator of studies.

(c) External nature

Not applicable.

4. Methods for Learning

The College values both theory and practice and through a variety of experiences seeks to prepare students with skills of effective writing, reading, research, creative thinking, leadership, interpretation and self expression. The following are some learning situations the College provides:

Seminars
Work Experiences
Individual Study Projects
Written Work
Oral Presentations
Community Participation in Governance

5. Admission Requirements

World College West is dedicated to providing a climate conducive to individual growth. Students admitted to the College must be ready to participate responsibly in a small living-learning-working college community, venturesome enough to live and study abroad in a culture different from their own, and intelligent and motivated enough to thrive and grow in a college committed to smallness and excellence.

The Admissions Committee looks for above-average academic ability, intellectual curiosity, self-motivation, social and emotional maturity, and the capacity to keep commitments.

Specifically, the Committee requires the following:

a. A high school diploma or its equivalent;
b. Five references;
c. High school and (if appropriate) college transcripts and SAT or ACT scores. (Guideline is combined verbal and quantitative scores of 1000 on the SAT and 22 on the ACT.);
d. An informal interview, by telephone if a visit is not possible.

6. Completion Requirements

The requirements for graduation are:

a. Completion of the First Year Program of its equivalent;
b. Completion of the world Study Program of preparation and study abroad, or its equivalent;
c. Three terms of upper division Lifework Seminars;
d. Four terms of residence or their equivalent; and
e. Completion of an approved Graduation Contract including Core Courses and other academic work in the Depth Area, two terms of internship, work in Common Core, and the Senior invention.

7. Advanced Standing Processes

Normally students should expect to spend at least two years at World College West prior to graduation. When a transfer student has been accepted, the Coordinator of Studies examines the student's transcripts and recommends how previous work is to be incorporated into the student's program. This recommendation accompanies the letter of acceptance. Generally, students receiving passing grades from other recognized colleges and universities in courses related to the College's program receive transfer credit for those courses.

8. Advising and Counseling

Upon entering the College, students work closely with an academic advisor. In addition to advising related to the academic program, students have access to the Student Services personnel, who provide personal counseling.

9. Learning Resources

World College West has a growing library of about 15,000 volumes, which support the College's general education, world study and depth study programs. Students also have access to many nearby libraries and learning resources.

10. Evaluation Systems

(a) Student progress

Formal evaluation of students consists of three parts: evaluation of students' performances; evaluation of students' participation in the lifework program; and assessment of overall student growth and development.

The College does not use the conventional grading system. The student performance is evaluated along five dimensions which relate to the goals of the program and courses: understanding course material; ability to analyze and synthesize course material; ability to communicate information; recognition and acquisition of appropriate skills; and contribution to the learning of other course participants.

(b) Program

The small size of the school has permitted evaluation on an informal face-to-face basis for problems that may arise in particular courses or in the performance of individual instructors.

11. Costs

(a) Tuition and fees

Please refer to Section I, Part E.

(b) Program costs

Please refer to Section I, Part F.

C. Recognition and Accreditation:

Please refer to Section I., Part G.

WRIGHT INSTITUTE (Western Association)
Berkeley, California 94704

I. Institutional Characteristics - General

A. Purpose:

The Institute fosters education, training, and research and action on consequential social problems. The Institute is guided in its work by concern for human development rather than by ethical neutrality or the conventional values that may have arisen in a particular institution.

B. Sponsorship:

The Wright Institute is an independent non-profit organization established in 1968 as an outgrowth of the work of Dr. Nevitt Stanford. The Institute has been governed from the beginning by its own board of trustees.

C. Size:

Students 150 (1978) Faculty 13 (core and Resident)

D. Degrees Offered:

Doctor of Philosophy in Social-Clinical Psychology
Doctor of Philosophy in Psychosocial Development and Education

E. Costs (Tuition and Fees):

Tuition $1100.00 per quarter ($3300.00 for the academic year)

F. Financial Date:

1978 Operating Budget: $1,100,000.00
Endowment: -0-
Support: From tuition, research and grants

G. Recognition/Accreditation

Wright Institute has been fully accredited by the Western Association of Schools and Colleges.

The Institute has been awarded approval by the Department of Education of the State of California. This approval established eligibility of alumni to be licensed by colleges in the State of California.

II. Nontraditional Characteristics:

A. Definition of Nontraditional Learning:

A definition is not readily available from reviewing the submitted materials.

B. Characteristics of Nontraditional Program(s):

1. Purpose of Program

The Institute's Ph.D. programs are based on the idea that individuals cannot be understood apart from the social contacts in which they live and that a understanding of social structures and processes depends in part on knowledge of personality dynamics. The principal aim of the programs are to prepare men and women for careers of research and action on human problems.

2. Curriculum/Faculty

The curriculum is designed to provide a thorough grounding in the discipline of psychology and related fields plus experience in research and action on individual and social problems. The curriculum is based upon self systems and social cultural systems.

Faculty members teach seminars, tutor, supervise, and counsel students, serve on contract and dissertation committees, show responsibility for the administration of the school, and work on research and action projects with the students. The graduate programs make extensive use of the large number of psychologists and other social scientists in the San Francisco Bay Area as contract and associate faculty in addition to providing depth and variety to the curriculum.

3. Delivery System

(a) Time/Space Requirements - Residency

Normally full tuition is required of students for three years. They are expected to enroll for at least three classes per quarter for the first two years of their career in the Graduate School. A student must complete all the requirements for the Ph.D. within seven calendar years from the date of enrollment.

(b) Independent Study Utilization

Individualized reading projects or reading research projects may be a part of one's learning experience.

(c) External Nature

Institute courses are open to non-matriculated students on a fee-per-course basis.

(d) Media Utilization

No special uses of the media is evidenced by the submitted materials.

(e) Other

The individual contract system is a mechanism by which the educational and professional goals of the Graduate School are realized and its philosophy of education put into operation. The student assembles a contract committee consisting of a minimum of two faculty members and at least one other student before the end of his or her third quarter of schooling. The contract system requires that students give serious consideration to their educational goals, specify the ways in which they will proceed toward the attainment of these goals, and indicate the procedures by which they will be evaluated.

4. Methods for Learning/Instruction

Learning experiences may be of various kinds including individualized reading projects, small group reading and discussion sections, seminars, and individual or group supervised research projects. Other learning experiences include tutorials, and individual consultation with faculty members, practicum (field work) workshops, and colloquia.

5. Admissions Requirements

Any person holding the Bachelor of Arts Degree or the Equivalent may apply. Applicants need not have been Psychology majors as undergraduates but must have demonstrated competence in some area of discipline work.

6. Completion Requirements

The contract includes a statement of the student's professional and personal goals for graduate education at the Institute. These goals include but are not limited to "Exit Requirements" (Graduation Requirements) set by the Institute.

7. Advanced Standing Processes

To be eligible for advanced standing the applicant must demonstrate that he or she has experience and course work approximately equivalent to the pre-dissertation phase of Wright Institute study.

8. Advising and Counseling

Advising and counseling is accomplished by the core faculty and the contract faculty.

9. Learning Resources

The library presently contains about 10,000 books cataloged and classified in accord with the Library of Congress Classification System. The Institute currently subscribes to 20 periodicals in areas of concern to the Institute.

10. Evaluation Systems

(a) Student Progress

The school has instituted requirements that students must meet a writing requirement each year and that each student's performance in each class must be evaluated in writing each quarter. No student may begin a Ph.D. dissertation until approval to do so by an Advancement-to-Candidacy Committee.

(b) Program

Program evaluation takes place through discussions with students and the involvement of the core faculty in curriculum planning. Several faculty and administrative committees also engage in program evaluation.

11. Costs

See Section I., Part E.

C. Recognition/Accreditation

See Section I., Part G.

CALIFORNIA STATE UNIVERSITY DOMINGUEZ HILLS (Western Association)

1000 E. Victoria Street
Carson, California 90747

I. Institutional Characteristics - General

A. Purpose:

The university's function is to provide educational programs and experiences designed to meet the needs of the individual student and the larger society.

B. Sponsorship:

California State University - Dominguez Hills is one member of the nineteen member California State University and College System. Legal authority and responsibility for the governance of the entire California State University and College System resides in a 21-member board of trustees.

C. Size:

Fall 1977:

Part-time students	3,778	Faculty	Unknown
Full-time students	3,215		

D. Degrees Offered:

Bachelor of Arts
Bachelor of Science
Master of Arts
Master of Business Administration
Master of Public Administration

A number of credentialling programs are offered in specific fields.

E. Costs:

Tuition is not charged to legal residents of California. Non-resident tuition for the academic year is $1,710.00. Fees required per quarter do include a student services fee, a student activity fee, and a student center fee for all students.

F. Financial Data:

The University is a state supported institution with resources provided primarily by the state and a small amount generated by student fees.

No specific budget information was available.

G. Recognition and Accreditation:

The University is accredited by the Western Association of Schools and Colleges.

II. Nontraditional Characteristics

A. Definition of Nontraditional Learning:

External degree programs are self-supporting academic programs leading to a regular established degree offered at an off-campus location. The location of the program is determined in part by the needs of students within the program.

B. Characteristics of Nontraditional Program:

1. Purpose -

The purpose of these programs are to serve adult Californians for whom degree and certificate programs are not now available because of their inability to spend extensive periods of time "in residence" on a college campus.

2. Curriculum and Faculty -

External degree programs include a Master of Science in Administration, a Master of Business Administration, Portal Program in Administration, a Bachelor of Arts in Humanities, a Master of Arts in Humanities, a Master of Science in Medical Technology, and a Master of Science in Environmental Studies. The curricula varies depending upon the specific degree program. The appointment decisions regarding faculty participating in the external degree programs are a joint process between the division of extended and innovative programs and the appropriate academic department and school dean. Full-time faculty may be released to the external degree programs on a reimbursed basis or paid on an overload formula. Adjunct and part-time faculty are paid on an overload basis.

3. Delivery System -

(a) Time/space requirements

External degree program courses are structured similar to on campus regular courses in that each course produces a number of quarter units which are used in determining the total number of quarter units required for completion of a program. The courses are structured on the quarter calendar system which is used on the regular campus. No residency is required.

(b) Independent study utilization

The bachelor's and master's degree programs in the humanities offer independent study components as part of their educational activities.

(c) External nature

External degree program classes are held off-campus in a community facility. The exact location for each program is different, however, convenience to students is a primary determinant.

(d) Media utilization

The humanities external degree programs are involved in media instruction.

4. Methods for Learning -

Methods for learning include lectures, case studies, seminars, and independent studies.

5. Admissions Requirements -

Portal Program in Administration:

(a) successful performance at the present level of education;
(b) potential for professional advancement;
(c) historical employment level;
(d) minimum of five years of full-time work experience;
(e) attainment of at least 56 semester or 84 quarter units of college level work;
(f) at least 28 years of age or 5 years since completion of college level work;
(g) the applicant is not a matriculated student at a California State College.

Master of Business Administration:

(a) graduation from an accredited four-year institution of higher education;
(b) grade point average of at least 2.5 in a 4.0 system for the last 60 semester or 90 quarter units;
(c) employment in at least a middle management capacity; or
(d) successful completion of the Portal Program in Administration can be substituted for the above three requirements.

Master of Science in Administration:

(a) graduation from an accredited institution with a bachelor's degree or equivalent;
(b) a grade point average of least 2.5;
(c) employment in an administrative managerial position;

Bachelor of Arts in Humanities:

Junior year standing in traditional academic terms and a minimum of 84 quarter units or 56 semester units of transferable college credit. Assessment of education and training from nontraditional sources may constitute part of this requirement.

Master of Arts in Humanities:

A bachelor's degree from an accredited institution and a personal interview including an estimation of the student's ability to profit by independent guided studies.

Master of Science in Environmental Studies:

(a) the applicants present or past employment in a professional or technical position or completion of a baccalaureate degree in an appropriate preparatory field;
(b) a personal interview to determine that the student's future growth would benefit by additional education.

Master of Science in Medical Technology:

(a) baccalaureate degree or equivalent;
(b) California licensed laboratory technologist and/or registered medical technologist;
(c) professional experience beyond the initial training period.

6. Completion Requirements -

Portal Program in Administration - 40 units of business administration work

Master of Business Administration/Master of Science in Administration - (a) attain an overall grade point average of 3.0; (b) MBA students must complete at least 36 of the required 56 quarter units in the MBA external degree program; MSA students must complete 36 or more of the required 45 quarter units in the MSA program; (c) satisfaction of the graduate management admission test requirement for MBA students only.

Bachelor of Arts in Humanities - (a) a minimum of 90 quarter units from the external degree curriculum; (b) completion of the state general education requirements.

Master of Arts in Humanities - (a) not less than 36 quarter units completed in the program; (b) a grade point average of 3.0 or better; (c) completion of the curriculum requirements including one of the following, a thesis, culminating paper, or creative project; (d) approval of the faculty of the Master of Arts in Humanities external degree program.

Master of Science in Environmental Studies and Master of Science in Medical Technology - successful completion of curriculum requirements.

7. Advanced Standing -

(a) Credit by examination

The humanities programs utilize both standardized examinations and individually administered challenge examinations.

(b) Experiential learning

Not applicable

(c) Transfer credit

Credit may be transferred from accredited institutions.

8. Advising and Counseling -

Advising is primarily handled by program faculty through personal contact wherever possible through the extensive use of telephone conference calls and continuous correspondence.

9. Learning Resources -

External degree program students are entitled to full services from the Educational Resources Center of the California State College - Dominguez Hills. In addition, through interlibrary loan arrangements, the resources of the southern California members of the California State Universities and Colleges are accessible to external degree program students. The library has a collection of more than 200,000 volumes, over 140,000 microforms and subscribes to approximately 1,700 periodicals.

10. Evaluation Systems -

(a) Student progress

Unless graded on a credit/non-credit basis, all courses are graded using a letter grade system.

(b) Program

By mandate of the California State Universities and Colleges, all external degree programs operating under its sanction must be continously evaluated to insure academic quality and program viability. Hence, students will occasionally be required to complete surveys and respond to interviews of various types which relate to this evaluation.

11. Costs -

(a) Tuition and fees

Business administration courses	- $32.50 per unit
Humanities courses	- $35.00 per unit
Environmental studies	- $35.00 per unit
Medical Technology	- $32.50 per unit

(b) Program costs

The external degree programs receive financial support from the continuing education revenue fund in addition to generated support revenue.

C. Recognition and Accreditation:

Please refer to Section I., Part G.

UNIVERSITY OF CALIFORNIA - SAN DIEGO (Western Association)
La Jolla, California 92093

I. Institutional Characteristics - General

A. Purpose:

Unknown

B. Sponsorship:

The university is a public controlled member of the University of California system.

C. Size:

Students 9,832 Faculty 602 full-time

D. Degrees Offered:

Highest Offering is Doctoral Program: Liberal Arts & General; Professional.

E. Costs:

Annual tuition (Average) Instate: $636. - Out-of State: $2,541.

F. Financial Data:

Unknown

G. Recognition and Accreditation:

The university is accredited by the Western Association of Schools and Colleges and the American Medical Association.

II. Nontraditional Characteristics

A. Definition of Nontraditional Learning:

Nontraditional learning is a course of study where participants set their own educational goals, design their own curriculum, and work at their own pace. The program is geared for mature, highly motivated adults who have an awareness of their educational needs and the persistence to pursue long-range goals.

B. Characteristics of Nontraditional Program:

1. Purpose -

The mission of the tutorial degree program is to make available quality education to mature adults, which takes into account the unique needs and potentials of adult students.

2. Curriculum and Faculty -

The degree plan is the student's own personally tailored curriculum, the means by which he or she formalizes his or her educational goals and decides how to fulfill them. The degree plan states what the student is going to learn (objectives), how he or she will learn it (methods), and how that learning will be assessed (evaluation, documentation), and how long it will take (time frame). Every student is assigned a core faculty member selected from the UC-San Diego faculty whose expertise encompasses a general subject area which the student wishes to pursue. A core faculty member is an academic advisor responsible for overseeing the student's entire program from preparation of the initial degree plan to attainment of the BA.

3. Delivery System -

(a) Time/space requirements

A student may begin the tutorial degree program at any time. Students must spend a minimum of 12 months (not necessarily consecutive) in the program. Time frame is otherwise determined by the goals, objectives, and methods incorporated by individual students and the time and efficiency there are able to lend to their work.

(b) Independent study utilization

Self-directed study is a major part of the program.

(c) External nature

The program is almost totally offered externally unless on-campus courses are made a part of the degree plan.

(d) Media utilization

The use of television and other audio-visual materials is dependent upon the degree plan or contract. Contract learning is the basis for this competency based learning program.

4. Methods for Learning -

Instructional learning techniques will include a tutorial technique, self-directed study, packaged instruction, and possibly traditional course work.

5. Admissions Requirements -

High School Diploma (We utilize admissions screening process).

6. Completion Requirements -

The student must be required to demonstrate: (1) clarity and accuracy of written expression; (2) clarity and effectiveness of oral expression; (3) critical, analytical and creative skills; (4) knowledge in a general area of study approached broadly so as to include at least two other interdisciplinary areas.
The above requirements will culminate in a final project written and/or oral or work which is at a rather high level which reviews a student's program and relates to the central thrust of that program. Rather than awarding credits, competencies are earned which apply toward graduation.

7. Advanced Standing -

All learning acquired prior to the student's entrance into the tutorial degree program--both formal classroom learning and informal experiential learning--will be examined for its relationship to the student's current degree goals and requirements for graduation. Prior learning is assessed in a variety of ways. In the first one to three months of a student's program, prior college learning can be demonstrated with transcripts of record from other schools; informal and experiential learning can be demonstrated by any suitable means of documentation including student essays, standardized or specially prepared examinations, art works, published articles or other student products. The key components in this process are documentation and demonstration.

8. Advising and Counseling -

This assigned core faculty member is an academic advisor responsible for overseeing the student's entire program. Tutors direct the individual phases of the student's work. They assist the student in locating resource material and arranging internships of research projects and suggest areas of further study. A professional psychologist, permanently assigned to the program, is the first person a potential student talks to when applying for the program.

9. Learning Resources -

   The primary learning resource is the tutor who is either a UC-San Diego faculty member, faculty member of other institutions, or a working professional in the community who locates and arranges all learning resources. (UCSD Libraries).

10. Evaluation Systems -

    (a) Student progress

    During the program the student documents his or her accomplishments by keeping a journal by writing reports, taking exams, making presentations, preparing filmstrips or movies, engaging in discussion with the tutor, making tape recordings, or communicating in any other media appropriate to the degree plan. Weekly evaluations are by tutor or core faculty (narrative).

    (b) Program

    The degree committee is a board of UC-San Diego faculty who advise extension on the administration of the tutorial degree program. TDP Advisory Board; UC Extension Management Team; Sub-Committee of Academic Senate.

11. Costs -

    (a) Tuition and fees - $200 per month.

    (b) Program costs - University extension and the tutorial degree program receive no state support and are operated entirely on revenues from course fees and tuition.

G. Recognition and Accreditation:

The Union of Experimenting Colleges and Universities is a Candidate for Accreditation with the North Central Association of Colleges and Secondary Schools.

BARSTOW COLLEGE
2700 Barstow Road
Barstow, California 92311

(Western Association)

I. Institutional Characteristics - General

A. Purpose:

1. To provide a foundation for the full education of each individual.
2. To provide the opportunity for a student to complete the lower division requirements for transfer.
3. To provide technical and vocational training for those who wish to learn, relearn or improve a skill.
4. To provide students with the necessary information, counseling and guidance to assist them in developing and progressing toward their goals.
5. To provide facilities in leadership for informal education, opportunities for participation in and enjoyment of a variety of activities so that the college may be a living social force and a cultural center of the community.

B. Sponsorship:

Barstow Community College is a tax supported community college of the Barstow Community College district with a Board of Trustees responsible for the governance of the college.

C. Size:

Students 2,000 Faculty 41

D. Degrees Offered:

Certificate of Completion
Associate in Arts Degree
Associate in Science Degree

E. Costs:

Tuition for residents - no charge
Tuition for non-residents - approximately $30 per unit; maximum of $450 per quarter or $1,350 per year
Fees are waived for non-resident students enrolling for 6 units or less

F. Financial Data:

Unavailable

G. Recognition and Accreditation:

Barstow College is accredited by the Western Association of Schools and Colleges. In addition, the College is approved by (1) the Board of Governors, California Community Colleges, (2) the Veterans Administration for the Training of Veterans and Dependents under the provisions of the GI Bill of Rights, (3) the U.S. Department of Health, Education and Welfare as an institution where members of the armed services may attend upon early release from military service, (4) by the American Association of Community and Junior Colleges as a serviceman's opportunity college.

II. Nontraditional Characteristics

A. Definition of Nontraditional Learning:

Unavailable

B. Characteristics of Nontraditional Program:

1. Purpose -

Barstow College recognizes that individuals serving in the armed forces, veterans, and their dependents often have unique educational needs, and the college commits its resources to the aid of those seeking an educational goal.

2. Curriculum and Faculty -

The college offers university transfer, liberal arts, business, vocational and technical programs. The college also offers a comprehensive, pre-discharge education program (PREP) which is designed to help the active duty serviceman earn a high school diploma or overcome educational deficiencies so that he may enter a post-high school program of education or training.

The instructors for the out of district military program are both military and civilian personnel with degrees in their specific fields and some with previous community college evening teaching experience.

3. Delivery System -

(a) Time/space requirements

In the PREP program a student must have a minimum of 45 hours of class attendance. Classes are offered during both on-duty and off-duty hours and some courses are accelerated to make it possible for military personnel to complete a program during a normal tour of duty. The number of hours classes are conducted per week and the meeting time of classes are coordinated with each command so as to conform to duty requirements. A standard college unit of credit represents three hours of the student's time each week, one hour of scheduled classroom lecture and two hours in outside preparation.

(b) Independent study utilization

Students may pursue with the approval and cooperation of a qualified instructor 1, 2, 3, or 4 units of independent study in any subject area, provided the student has exhausted the courses offered.

(c) External nature

The out of district military program is offered on military bases throughout the country as well as overseas.

(d) Media utilization

This is difficult in overseas instruction because of the problems in obtaining appropriate visual aids.

4. Methods for Learning -

Instruction is primarily by traditional methods.

5. Admissions Requirements -

No specific requirements are necessary for the PREP program. For college courses any high school graduate or any other person 18 years of age or older who can profit from instruction is eligible to enroll at Barstow College.

6. Completion Requirements -

Through the PREP program the high school diploma is awarded to students who successfully complete the required courses, (a) U.S. History, (b) English, (c) mathematics and also complete the high school general education development tests, GED, with a standard score of 35 or above on each part and an average standard score, 45 for the five parts. Certificates of completion requirements, (a) a minimum of 30 units which follow a prescribed pattern of courses, (b) a minimum grade point average of 2.0 for these units, (c) proficiency in mathematics and English as evidenced by examination for completion of college courses. Associate degree requirements, (a) 90 quarter units minimum, (b) 2.0 on all units attempted and in major field, (c) meet specific requirements for the major field of study.

7. Advance Standing Processes -

(a) Credit by examination

In the PREP program students may earn credit by examination for English and/or mathematics if they achieve a qualifying score on the placement examination administered by Barstow College. Credit by examination is allowed for college courses in cases where a student has not previously received credit for an equivalent course.

(b) Experiential learning

Three units of credit for physical education will be granted upon completion of a basic training program.

(c) Transfer credit

A maximum of 80% of the graduation requirements may be completed at other colleges and/or through non-traditional means; however, the remaining 20% must be completed in courses offered by Barstow College.

8. Advising and Counseling -

Group and individual academic advising sessions are provided for students.

9. Learning Resources -

The college library has approximately 26,000 books available with more than 200 magazines being received regularly.

10. Evaluation Systems -

(a) Student progress

An alphabetic grading system is used by the college. Rules do exist for placement on academic probation as well as academic disqualification.

(b) Program

The out of district military programs are evaluated by campus administrators visiting the program location as well as use of a student evaluation of instructors and the evaluation of instructors by area directors who are responsible for the program in the specific location.

11. Costs -

(a) Tuition and fees

PREP program tuition and fees is that amount which is allowable by federal statute and the Veterans Administration. Tuition and fees are funded through the Veterans Administration, PREP and is available to active duty personnel who have creditable active service of more than 180 days. Out of district military programs are offered only on a full cost of instruction-tuition charge.

(b) Program costs

Unavailable

C. Recognition and Accreditation:

See Section I., Part G.

NAIROBI COLLEGE (Western Association)
635 Donohoe Street
East Palo Alto, California 94303

I. Institutional Characteristics - General

A. Purpose:

The objectives of Nairobi College are:

(1) to train leaders for the Black community
(2) to develop the Black community educationally, socially, culturally, and financially
(3) to bring skills in human resources to the community person of our faculty and staff members
(4) to establish a programmatic relationship with African countries
(5) to develop a new value system for the Nairobi family.

B. Sponsorship:

The college is a student/community oriented, private, two-year institution.

C. Size:

Student population for 1975-76	218
Faculty	9

D. Degrees Offered:

Not applicable

E. Costs:

Tuition is $1,200 for full-time students and $35 per unit for part-time students.

F. Financial Data:

Total expenditures for 1975-76	$570,000
Total revenue	$594,000
Private donation and grants for 1975-76	$ 98,000

G. Recognition and Accreditation:

Nairobi College is a Candidate for Accreditation with the Accrediting Commission for Community and Junior Colleges of the Western Association of Schools and Colleges.

II. Nontraditional Characteristics

A. Definition of Nontraditional Learning:

No specific definition is provided.

B. Characteristics of Nontraditional Programs:

1. Purpose -

(a) To provide the students with basic technical and leadership skills that will help them in their upward mobility.

(b) To ground these skills into communities of color.

(c) To continue participation in the growth efforts of the community.

2. Curriculum and Faculty -

The three basic educational program types of Nairobi College are: (a) transfer program; (b) skill building program; (c) vocational program.

The transfer program is designed to equip students with the academic ability and requirements to transfer into a four-year institution.

The skill building program attempts to build reading, writing, and basic mathematical skills and the vocational program is designed to develop immediately useable skills like plumbing, carpentry, and secretarial skills.

Nairobi College assigns its faculty to areas of their competence. Therefore, all the instructors in a given department have majored in a discipline in those departments.

3. Delivery System -

(a) Time/space requirements

Nairobi College offers classes four days a week. Most classes cluster around the late morning, early afternoon time periods.

Nairobi operates on a quarter system: units for a course are dependent on a number of hours a class meets a week. Most classes are one hour long, therefore, a one hour class meets four times per week for a four-unit course and twice a week for a three-unit course.

(b) Independent study utilization

In attempting to individualize instruction, independent studies are a part of the educational program.

(c) External nature

Not applicable

(d) Media utilization

Not mentioned in submitted materials.

4. Methods for Learning -

A number of traditional teaching methods are used; however, there is an attempt to individualize a program to fit the learning and skill characteristics of the student. This approach is made more possible by the generally small class sizes.

5. Admissions Requirements -

Admission may be given to persons 18 years or older, high school graduates, persons who have completed their GED, and persons who have demonstrated talent in the special area of endeavor.

6. Completion Requirements -

At the end of two years a student should have completed 40 units of general education courses, 50 electives, or major units, and be prepared to enter into a four-year institution.

7. Advanced Standing -

No mechanism or need currently exists for granting credits for work done outside Nairobi; however, there is a provision for a student to "challenge" a course. In this case a relevant instructor can test a student upon the approval of the academic affairs office.

8. Advising and Counseling -

   The Counseling Department along with the Peer-Tutor Counselors Program provide needed services to the students.

9. Learning Resources -

   Nairobi College has no facility of its own; however, the school has access to three libraries within easy distance. In addition, the college has access to the Stanford University library system.

10. Evaluation System -

    (a) Student progress

    Instructors evaluate students on attendance, participation, and assignment completion. They assign letter grades; however, a student is not penalized for a "drop" or "no grade." The status of a student in any given quarter is determined by the number of units a student registers for at the time of registration as compared with the number of units successfully completed.

    (b) Program

    Both objective measures and informal assessments are used to test the degree to which students have acquired skills.

11. Costs -

    (a) Tuition and fees

    Please refer to Section I., Part E.

    (b) Program costs

    Please refer to Section I., Part F.

C. Recognition and Accreditation:

Please refer to Section I., Part G.